

The Cambridge Primary School



Newsletter – Autumn 1 Issued 26th September 2025

Welcome to the first safeguarding newsletter of the academic year. This newsletter will be published in week 3 of every half term.

At the Cambridge, **safeguarding and promoting the welfare of children is everyone’s responsibility** and is our top priority. Everything that we do in school has the children at its heart, their wellbeing, safety, achievement and happiness underpins every decision we make.

Often when safeguarding is mentioned, the immediate thought is about child protection – when a child is suffering harm, or is in danger of suffering harm. However, safeguarding is much more complex than this and encompasses a very wide range of areas.

As **safeguarding is everyone’s responsibility**, we ensure all stakeholders are informed:

- Children-are taught how to keep themselves safe and healthy through age-appropriate opportunities. Formally through assemblies and in lessons (e.g. PSHE and computing) and informally, through reminders, discussions and reflective conversations.
- Staff-undertake regular safeguarding training. This includes specific safeguarding themes, in addition to how to support the children, what to look out for and recording and reporting concerns. In training we reflect on the knowledge and apply it to our local context.
- Governors-complete safeguarding training and our named safeguarding governor completes additional updates. This is so they can oversee and ensure the effectiveness of the school's child protection policies and procedures.
- Other adults in school-visitors read the safeguarding leaflet available at reception. Only visitors with a current DBS check can work with children unless accompanied by a member of staff. Work experience students read and sign a code of conduct and are always accompanied by a member of staff.
- Parents and carers-this newsletter will provide safeguarding information including updates, signposting and key information around a range of safeguarding issues.

There is a whole school safeguarding culture.

External safeguarding audit (February 2025) *Safeguarding at The Cambridge is a high priority, where leaders, staff and governors work collaboratively to ensure robust systems and procedures are in place with an emphasis on prevention, ongoing reflection, and continuous improvement. Pupils speak positively about their experiences at school and feel safe, supported, and listened to. They describe the adults as “kind, considerate, and always help you no matter what,” and say they trust them to keep them safe.*



Miss Tancock
Head of School

DSL contact:

dsl@cambridgeschool.hants.sch.uk

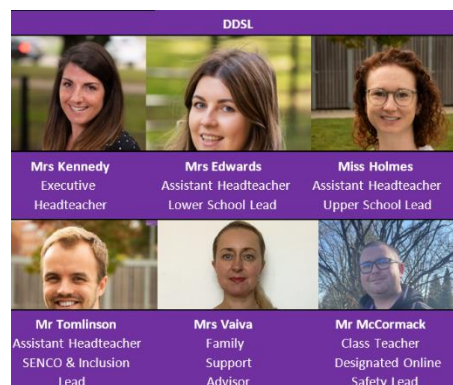
Tel: 01252314884

The Safeguarding Team

We have a safeguarding team at the school including a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding leads (DDSL).

The named safeguarding governor is
Mrs Pitfield

chairofgovernors@cambridgeschool.hants.sch.uk



In this issue:

- Early Help
- Supporting wellbeing -through routines
- British Values spotlight – Mutual respect and tolerance
- Online safety-

If you have any suggestions for our safeguarding newsletter or would like to know more information about any safeguarding topics, please contact: info@cambridgeschool.hants.sch.uk or speak to one of the DSL team.

Pick up Please do inform us if your child is being collected by someone else, otherwise we will need to ring you to check (even if it is another parent we know very well!) This is to ensure the safety of all children.

We may ask questions and this is important: It is our job to ask questions, so please do not feel offended if we do. Some examples of when we may ask you a question include:

- When a child tells us something and we need to find out a bit more information.
- If your child has a bruise or mark which we are not aware of.
- Your child's behaviour changes e.g. they become withdrawn.
- Your child is persistently late or absent.
- Your child's attendance is poor.
- We feel you may be struggling and would like some support.



Please know that we are not here to judge, but to ensure the safety of all children, by following the policies and procedures that are in place and which all schools are expected to follow.

Ways you can help:

- Letting us know if your child has a bruise/ mark and what caused it.
- Communicating absence and lateness in a timely manner.
- Ensuring contact details are up to date.
- Informing us of any changes at home which you feel may impact upon your child in school.
- Informing us if you feel you are struggling and would like some support – we are here to help!

Early Help

We understand that from time-to-time, life can have its complications and sometimes families may need some extra help. To support and advise you as soon as a problem emerges, we have an Early Help Offer.

We believe that by working together, we can better support children and families. Sometimes, families need support from a wide range of agencies or people and through our Early Help Offer, we may be able to signpost a range of services to support you beyond the educational setting.

Within school, we employ a Family Support Advisor – Mrs Vaiva, who is able to support and work with children and families.

[The Cambridge Early Help Offer is available here](#)

Who to contact if you are concerned about a child

If you are worried about a child's safety, please do not hesitate to contact a member of the DSL Team via the school office info@cambridgeschol.hans.sch.uk

For general concerns about a child's safety: Contact Hampshire Children's Services at 0300 555 1384 during office hours or 0300 555 1373 out of hours.

For urgent/ emergency safeguarding issues, especially those requiring immediate police intervention: Call 999.

For less urgent police matters, you can call 101.

Supporting Wellbeing - through routines

Establishing consistent daily routines can make a big difference to your child's emotional well-being and sense of security. Routines help children feel safe, supported and ready to learn – all of which are central to safeguarding their mental and emotional health.

Why routines matter

Routines create structure and predictability, helping children manage transitions, reduce anxiety and build independence. A well-supported child is more confident, calm and able to thrive – both at school and at home.

Talk, listen, reassure

Emotional check-ins help children feel heard and valued. Ask questions like:

- What was something good that happened today?
- Did anything feel tricky?
- Let them talk at their own pace. Behaviour changes (clinginess, tiredness, moodiness) are common in September — patience and connection go a long way.

Five Minute habits that matter

- A morning hug or chat
 - A quick bag check and praise
 - A bedtime moment to reflect on the day
- Small things, done regularly, build big emotional strength.

Key routines that support children's

WELLBEING

1. Sleep time

- Regular bedtimes and wake times
- Avoid screens an hour before bed
- Try a calming wind-down-routine (story, bath, quiet time)



2. Mealtimes

- Encourage family meals where possible
- Predictable meals help children feel nourished and safe



3. Mornings

- Keep mornings calm, encouraging and predictable
- Include a healthy, filling breakfast
- Prepare bags, lunches and clothes the night before



4. After school

- Balance homework, play and rest
- Allow for downtime or creative activities
- Prepare for the following day



5. Screen time

- Set clear limits especially before bed
- Encourage screen-free moments to reconnect



Signposting for supporting children's mental health

**YOUNG
MINDS**

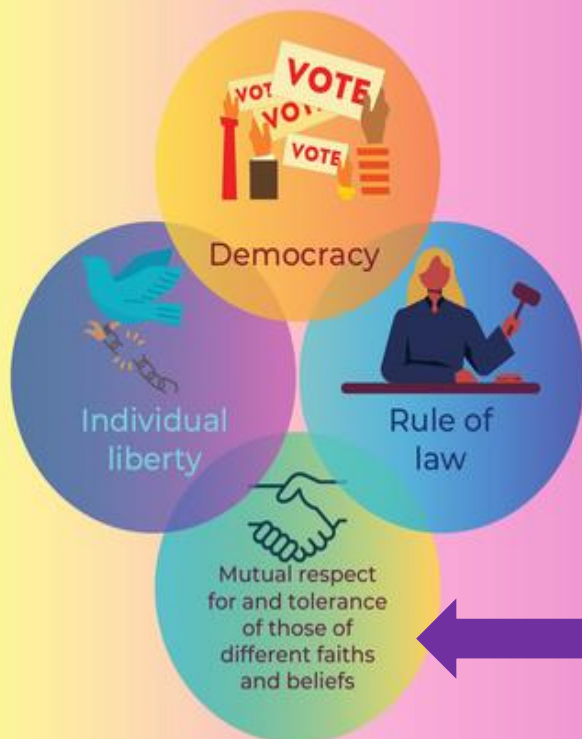
[Young Minds](https://www.youngminds.org.uk)

NSPCC

[NSPCC](https://www.nspcc.org.uk)

British Values Spotlight

WHAT ARE THE FUNDAMENTAL BRITISH VALUES?



All schools actively promote British values to ensure young people leave school prepared for life in modern Britain.

The children are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

At the Cambridge, these values are explained to the children through school rules (and understanding they keep everyone safe and happy), our values, celebrating differences and voting for school councillors.

Spotlight-Mutual Respect and Tolerance

For children, this looks like listening to others, sharing, valuing different opinions and feelings, and accepting differences in how people look, speak, and live. In school, we teach children these concepts by modelling respectful behaviour, exposing them to diverse experiences, using stories and activities about different cultures, and encouraging open discussions about differences.

What you can do:

- Encourage children to appreciate diversity. We can learn from people with different backgrounds and cultures to us.
- Encourage conversation, understanding and empathy with people who are different from them.

"If everyone was the same no one would have anything to say for good conversations."

"You should be kinder than you need to be...to everyone."

"I think being different is better than being the same because there are lots of different ideas that can help the world."

What some Cambridge children think about diversity, mutual respect and tolerance...

"Unkind words hurt and kind words heal."

"It doesn't matter that we're all different!
It's a good thing.
You've never had life until you've had at least one debate!"

"I guess if we were all the same, we would get on better because we would all think the same."

"Everyone is unique and that's good because you can do your own thing."

Online Safety

A Message from Your Designated Online Safety – Lead Mr McCormack

Hello everyone,

As part of our safeguarding team, my role as the Designated Online Safety Lead is to make sure our children are just as safe online as they are in school. Technology is a fantastic tool for learning and creativity, but it also brings challenges that we need to tackle together.

What are the current risks?

For our children, the biggest concerns include cyberbullying, exposure to inappropriate content, and the risk of strangers contacting them through games or social media. We're also seeing issues like misinformation, harmful online trends, and oversharing personal information. These risks can affect children's confidence and well-being, so it's important we stay ahead.

Our plans for the year ahead

This year, we're launching an exciting initiative: Pupil Digital Leaders. These will be pupils trained to help promote positive online behaviour and support their classmates. They'll lead assemblies, help with Safer Internet Day, and share tips on how to stay safe online. Giving children this responsibility helps them feel empowered and makes online safety part of everyday school life.

We'll also be looking to run parent workshops and share practical advice on managing devices, privacy settings, and screen time at home. Online safety is a team effort, and your involvement makes a huge difference.

If you ever have concerns or questions about your child's online activity, please get in touch with me. Together, we can make sure our children enjoy the benefits of technology while staying safe and happy.

Top 5 Online Safety Tips for Parents

- Talk regularly – Keep an open conversation about what your child does online.
- Set clear rules – Agree on screen time limits and which apps or games are allowed.
- Use parental controls – Apply filters and privacy settings on devices and apps.
- Know their friends – Check who your child is chatting or gaming with.
- Report concerns quickly – If something feels wrong, speak to the school or use reporting tools on apps.

See the attached poster for encouraging conversations with your children.