

# ST OSBURG'S

# SPOTLIGHT ON SAFEGUARDING

AUTUMN TERM

Welcome to our Autumn Term Newsletter.

## Hate Crime - What hate crime is and how can you report it?

Everyone has the right to live their life free from fear, intimidation and abuse from others. Nobody deserves to be abused and shouldn't have to accept intolerable behaviour.

A hate crime is a criminal offence that is motivated by hostility and prejudice towards somebody because of their transgender identity, sexual orientation, disability, race, or religion or belief. Anyone can be a victim of hate. These crimes can also take place anywhere – at home, out in public, online, at work or at school.

**It's important to also be an upstander, not a bystander. If you witness a hate crime or incident, make sure to report it.**

## What counts as a Hate Crime?

If you experience or witness a hate crime or incident, you can:

- Call 999 if you feel you are in danger, threats have been made against you or if a crime is in progress
- Call 101 for non-emergencies
- Use textphone 18001 101 if you're deaf, hard of hearing or speech-impaired
- Visit your local police station
- Report it online via [www.report-it.org.uk](http://www.report-it.org.uk)



## Physical Punishment



Parents have the right to make choices about reasonable punishments, but there is a fine line between "reasonable chastisement" and assault which is a criminal offence. The law in the UK states a smack might be considered to be reasonable chastisement if it is open-handed and not with a fist or any kind of implement. We would however, always recommend an alternative way when managing behaviour at home. In the event of a disclosure being made it may not always be possible to discuss it with a parent immediately and might trigger a referral to children's services. If you feel you and your family would like some support with behaviour management strategies please pop in so we can chat a little more.

## Body safety matters

This term the children in Year 1 - 6 have enjoyed special assemblies on how to keep themselves safe.

Years 2,5 and 6 then enjoyed taking part in the NSPCC's Stay Safe, Speak Out Workshops.

It would be great if you could support this at home by having additional conversations with your children.

### WHAT CHILDREN NEED TO KNOW

**THEIR BODY BELONGS TO THEM**  
Children should know that they are the boss of their own body. No one – not a peer, adult, friend or family member – has the right to touch them in a way that makes them feel uncomfortable.

**PRIVATE PARTS ARE PRIVATE**  
Teach them the correct names for private body parts (e.g. penis, vagina, bottom). This helps remove shame and confusion – and makes it easier to report any concerns clearly.

**THE 'NO, GO, TELL' RULE**  
If someone makes them feel unsafe or breaks a body boundary. Say "NO". GO to a safe place TELL a trusted adult.

**SAFE AND UNSAFE TOUCH**  
Help your child understand: *Safe touch*: hugs, holding hands if they want to. *Unsafe touch*: touches that hurt, feel scary, confusing, or are kept secret.



## Our Safeguarding Team

**Mrs Rynott**

Headteacher/DSL

**Mrs Bardell**

Assistant

Headteacher/DDSL

**Mrs McDevitt**

Assistant

Headteacher/DDSL

**Mrs Fowler**

Pastoral Manager/DSL

**Miss Carey**

Pastoral Manager/DSL

## Are your contact details up to date?



We have found contacting some parents difficult when their child has become unwell during school. This causes upset and worry to the child as they are already feeling quite vulnerable due to illness. If you move house or change your phone/email/mobile number, please let the office know, so that we have the most up to-date contact details.

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## Understanding child-on-child abuse

At St Osburg's we always promote positive behaviour and personal boundary setting: both inside our classrooms and during free time, whether it be inside school or at home.

Child-on-child abuse happens when one child harms another, whether through physical aggression, verbal bullying, or inappropriate touching. It can also include less obvious behaviours such as looking under toilet doors, sending inappropriate messages, or invading someone's privacy online or in person. Recognising and addressing these behaviours early help create a safe and respectful environment for all children.

Here are key points to help children understand and practice respectful behaviour:

**Respect for others:** encourage kindness, polite words, and empathy.

**Personal space:** teach children about personal space and the importance of asking permission before touching others.

**Inappropriate touching:** explain that certain body parts are private and off-limits, using age appropriate language.

## Child-on-child abuse continued...

Tips for parents:



- Have regular conversations with your child about their day, friendships, and any concerns they might have.
- Be a role model by respecting boundaries, showing how to say no politely, and demonstrating empathy and kindness. Reinforce positive behaviour with praise and specific feedback, such as acknowledging when they respect someone else's boundaries.
- Provide age-appropriate examples of boundaries and discuss what to do when someone crosses them.
- Encourage children to trust their instincts and express their feelings. Regularly discuss online safety, including what is appropriate to share and how to handle uncomfortable messages.

This all contributes to young children developing positive relationships and understanding that personal boundaries are essential for everyone's well-being and growth.

## 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. 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



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## Routines continued...

Key routines that support children's WELL-BEING

- 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