

# SAFEGUARDING NEWSLETTER

OCTOBER 2025

Issue 001



If you have a safeguarding concern about a child or adult, please follow the instructions below for reporting your concern:

### **During term time school hours**

Contact the designated safeguarding lead, Mrs Browne, to share your concerns. [Browne.M@stowevalley.com](mailto:Browne.M@stowevalley.com) or Deputy designated safeguarding lead Mrs Taylor [taylor.t@stowevalley.com](mailto:taylor.t@stowevalley.com) tel 01926 812560

### **Out of term time or out of school hours**

contact Warwickshire Family Connect on 01926 414144 or contact 101 for police, or 999 in an emergency.



## Meet the team

We are really pleased to welcome some new faces to the Safeguarding Team, with Mrs Taylor and Ms Solomon recently joining us. They have already got to know lots of students and are here to help anyone who is worried or needs to talk about something.

### **Our Safeguarding Team is:**

Mrs Browne

Designated Safeguarding Lead

Mrs Taylor

Deputy Designated Safeguarding Lead

Ms Uttridge

Family Support Worker (Monday, Tuesday, Wednesday)

Ms Solomon

Family Support Worker (Thursday, Friday)

Miss Roijers

Safeguarding Pastoral Support



## World Mental Health Day Friday 10th October

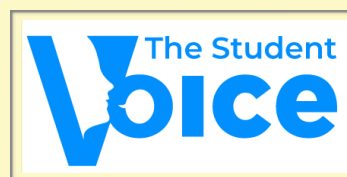
On Friday 10th October we will celebrate World Mental Health Day, and our Sixth Form Wellbeing Ambassadors have a range of activities planned to promote this important day with staff and students. Our focus is on the 4 C's to managing thoughts and emotions: Catch It, Check It It, Challenge It, Change It. We've included in this bulletin a helpful coaching script which parents can use to help talk to their children about their emotions.



## Student Voice

Did you know that students can share any worries or feedback directly with the Safeguarding team on our website? The Student Voice platform allows students to share a concern or worry, and use the site map to highlight locations in school which they want to feedback on. This might be a worry about a friend, feedback on a social space, or maybe a concern that they wish to share anonymously. Students can choose whether they wish to include their name.

The Student Voice link can be found on the top bar on our homepage: [southamcollege.com](http://southamcollege.com)



## Fake News, Misinformation, Disinformation and Conspiracy Theories

Online Safety is a hot topic for parents, staff and students alike. In an ever-changing technological climate, now more than ever steps need to be taken to protect young people from harmful content online. We've all heard of 'Fake News' and conspiracy theories, but did you know that they are safeguarding harms?

### Key words:

**Misinformation** - false or inaccurate information that is spread with or without the intention to deceive e.g. an inaccurate news story could be shared on X by a user who believes it to be true.

**Disinformation** - false or inaccurate information that is spread with a deliberate intent to deceive e.g. an individual creates a fake news story and shares it on TikTok, knowing it to be untrue.

**Conspiracy theory** - the belief that an event or situation is the result of a secret plot or plan e.g. believing that a global issue was deliberately planned by a national government and covered up

**Generative AI** - a type of artificial intelligence (AI) that creates content such as text, videos and images. While generative AI can have many safe and helpful uses, it can also be used to create fake news, making 'news' stories more convincing through AI-generated images and videos.

Children can be more susceptible to believing fake news as their cognitive capacities are still developing and they are still learning digital literacy skills. So how can we adults help them?

**Credentials** - encourage young people to check the credentials of the content creator. Are they an expert in the field? What else have they written and where has it been published?

**Trolls** - ask your child to identify if the writer is acting as a troll. Is their post or content deliberately intended to create anger, upset or social division? If so, the content may be misinformation

**Source** - work with your child to trace the story online. Did it originate from a reputable source? Are other mainstream news outlets sharing the same story?

**Conspiracy** - ask your child, "Is there a more straightforward explanation?" This can help them to identify a conspiracy theory.

**Explain** - don't just dismiss stories as 'fake news', help your child to understand by explaining why the story isn't real, and educating them on why it may have been created.

## Parenting Support

If you're interested in finding out more about safeguarding issues, or have a specific concern, there are numerous helpful sources of information. Here are just a few suggestions:

[www.explore.kooth.com/families/](http://www.explore.kooth.com/families/) - Kooth is a free online service for young people. Here you can access their parent guide and free resources for families

[www.NSPCC.org.uk/keeping-children-safe/support-for-parents](http://www.NSPCC.org.uk/keeping-children-safe/support-for-parents) - the NSPCC website has a dedicated area for parents and carers, where you can find parenting advice

[www.papyrus-uk.org/supporting-your-child/](http://www.papyrus-uk.org/supporting-your-child/) - Papyrus Prevention of Young Suicide is a mental health charity which promotes positive mental health and aims to prevent suicide. On their parent pages you can find a helpful parent guide to talking about self-harm and suicide, with easy-to-access audio clips too

[www.safeguardingwarwickshire.co.uk](http://www.safeguardingwarwickshire.co.uk) - The Warwickshire Safeguarding Children Partnership has a wealth of resources for parents and carers covering a wide range of safeguarding issues, as well as a list of emergency phone numbers

[www.warwickshire.gov.uk/children-families](http://www.warwickshire.gov.uk/children-families) - Warwickshire's Family Information Service is a one-stop-shop for advice about parenting and safeguarding children. Here you can find links to online parenting courses that you can complete in your own time, or book onto a Warwickshire Family and Relationship Support course on Eventbrite.

Remember to

# STOP, LOOK & LISTEN

## BEWARE OF VEHICLES



- ✓ Always remember to look both ways and double check before crossing.
- ✓ Where possible always cross using a zebra crossing, pelican crossing or School Crossing Patrol Person.
- ✓ Remember to be alert when crossing, come off any devices and do not be distracted by peers.

# CATCH IT, CHECK IT, CHALLENGE IT, CHANGE IT.

*The 4 C's of managing thoughts and emotions.*

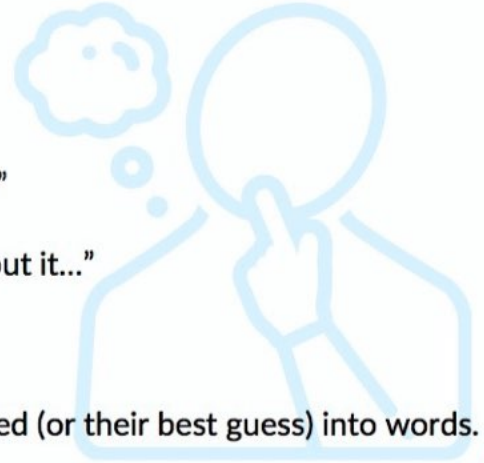
The 4 C's: Coaching scripts for Staff, Parents/Carers to Support Students



## CATCH IT

Catch or identify the thought that came before the emotion.

- "How were you feeling when that happened?"
- "What did it make you feel like?"
- "Have you felt that way before?"
- "Can you remember what happened to make you feel like that?"
- "Can you tell me what happened?"
- "I can see that something's not quite right – can you tell me about it..."
- What emotions are you experiencing?
- What thoughts are you having?
- How intense is this?
- Support the young person to put the emotions being experienced (or their best guess) into words.



## CHECK IT

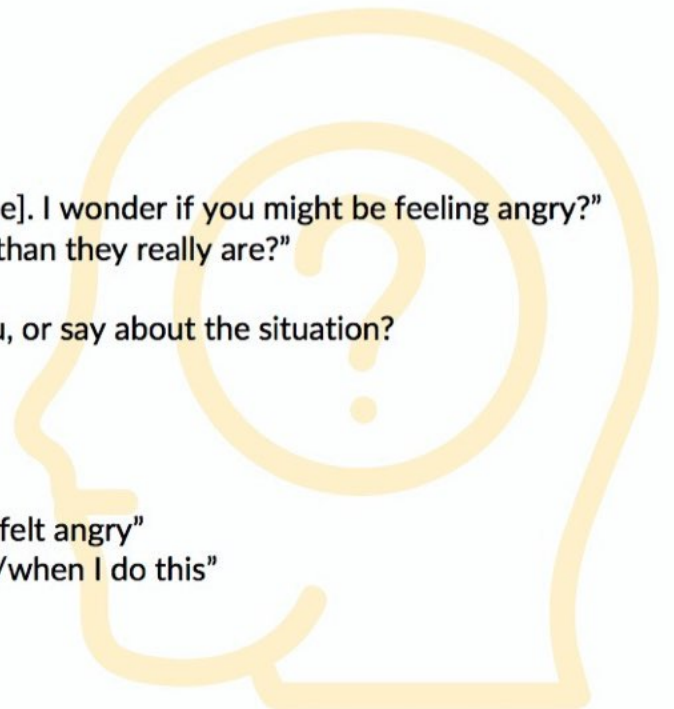
check the thought and emotion. Recognise, attend, reflect, empathise.

### Recognise, attend, reflect

- "What does/did your body feel like?"
- "What feelings are/were you having?"
- "What does/did it make you want to do?"
- "I wonder if you are feeling angry."
- "I can see that you are [describe what you can see]. I wonder if you might be feeling angry?"
- "Are you perhaps thinking that things are worse than they really are?"
- "How accurate and useful is this?"
- "What did those thoughts/emotions mean to you, or say about the situation?"
- What has triggered this?
- What are you responding too?

### Empathise:

- "I'm sorry that happened to you, you must have felt angry"
- "I can see that you get angry when that happens/when I do this"
- "I would feel angry if that happened to me"
- "It's normal to feel angry about..."
- "It's OK to feel angry about..."



# CATCH IT, CHECK IT, CHALLENGE IT, CHANGE IT.

*The 4 C's of managing thoughts and emotions.*

The 4 C's: Coaching scripts for Staff, Parents/Carers to Support Students

## **C** CHALLENGE IT

is there evidence? Challenge perceptions. Remember thought and emotion are two different things.

- Is ... usually what happens?
- What is the evidence for that?
- What are the facts?
- What is the evidence against these thoughts?
- Is it possible that this might be an opinion rather than fact?
- Is there something you have overlooked here perhaps?
- Does ... usually respond in that way?
- Could there be another reason why...?
- Could there be another outcome of...?
- Is there another way .... might respond?
- Have you spoken to ...? Might they have a different response/reaction than you expect?
- Limit setting (where necessary) Separate emotion from the behaviour (actions). Clarify what is acceptable expression of emotion i.e. behaviour and what is not – set the limit. Allow to calm down and try to connect. Refer to school behaviour policy if necessary/appropriate. Challenge catastrophic language or other unhelpful thinking styles if needed. Help to contextualise the perceptions.
- "It's ok to feel angry, but we have a no hands on policy in school "
- "I can see that you feel annoyed. It isn't kind nor appropriate to shout at your teacher"

## **C** CHANGE IT

change or replace your thought, or action, with a more realistic, helpful or encouraging response.

- Try and do ... next time you feel like this.
- Let's decide what to do next time you feel / start thinking like this... .
- What could you do next time?
- Could you ask...?
- Let's decide on three things you could try next time you think / feel like this.'
- "Can you remember what we discussed last time?"
- "Can you remember how you solved it before?"
- "What do you think you can change next time?" "What could you try next time?"
- "Can you remember what we agreed...."