

WELCOME TO OUR PARENT SAFEGUARDING NEWSLETTER

MEET THE SAFEGUARDING TEAM



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Safeguarding links

- Catmose College Child Protection Policy - <https://www.catmosecollege.com/wp-content/uploads/2025/10/Catmose-College-Child-Protection-September-2025-2.pdf>
- Rutland and District Schools' Federation Safeguarding Policy - <https://www.catmosecollege.com/wp-content/uploads/2025/10/Federation-Student-Safeguarding-Policy-September-2025-2-.pdf>

At Catmose College, safeguarding is everyone's responsibility. This newsletter highlights key safeguarding themes relevant to parents and carers, along with practical advice on how you can support your child at home.

The six principles of nurture is essential to Catmose College because they help us create safe, predictable, and emotionally supportive environments where children feel secure, valued, and able to thrive.

THE SIX PRINCIPLES OF NURTURE

1

SAFETY

The College is a safe place for students and staff

2

WELLBEING

Through Nurture and opportunities we will **contribute** to your positive wellbeing

3

TRANSITIONS

We **prepare** you for key transitions and changes in your life

4

LANGUAGE

Language and **respect** is vital to communication

5

BEHAVIOUR

How you **contribute** and behave lets us know how you feel

6

LEARNING

We know how you learn and how to support this



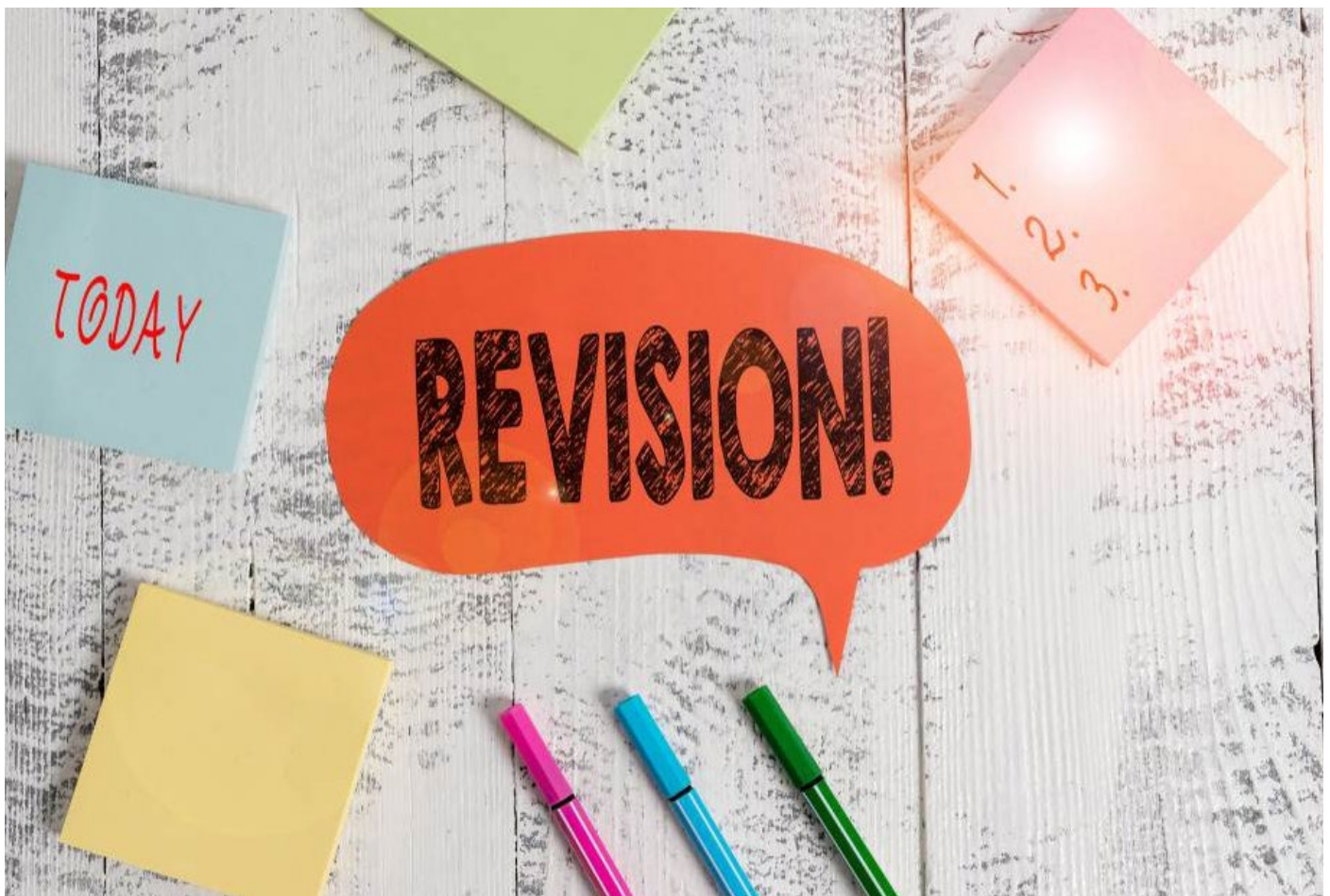
REVISION, EXAMS AND STUDENT WELLBEING

As we approach exam season, many young people experience increased pressure and worry. While some stress can be motivating, too much can impact mental health and wellbeing.

How parents can help:

- Encourage realistic revision routines with regular breaks.
- Help your child plan revision in manageable chunks rather than last-minute cramming.
- Promote good sleep, hydration and regular meals.
- Reassure your child that effort matters more than perfection.
- Talk openly about stress and worries.
- Try to make opportunities for breaks and relaxation, especially getting outside.

If you are concerned, please contact your child's form tutor or our safeguarding team. Early support can make a big difference.



PEER RELATIONSHIPS, BULLYING AND RESPECT

Friendships and peer relationships become increasingly important during adolescence. Most relationships are positive, but disagreements, bullying, or harmful behaviour can sometimes occur.

You can support your child by:

- Asking open questions about friendships and school life.
- Discussing what your child values in the friendships they have and what future friendships could look like.
- Exploring what kind of friend your child is – how do they behave towards people who may not be classed as a friend.
- Reinforcing the importance of kindness, respect and empathy.
- Reminding them that bullying—online or in person—is never acceptable.
- Encouraging them to report concerns to school staff rather than trying to deal with issues alone.
- Recognise the detrimental impact of group chats and social media platforms, while many children want to be a part of these social groups, they can be especially difficult to manage.
- We take all concerns about bullying seriously and work closely with students and families to resolve issues quickly and sensitively.



RACISM AND DISCRIMINATORY LANGUAGE

We are committed to ensuring our school is a safe, respectful and inclusive environment for all students. Racism, racist behaviour and the use of discriminatory language are taken extremely seriously and are not tolerated.

Young people may sometimes hear or repeat words without fully understanding their impact. However, racist language, even when said without intent to harm, can cause significant distress and damage. It can also contribute to an unsafe school culture.

What parents and carers can do:

- Talk to your child about respect, diversity and equality, and the importance of treating everyone with kindness.
- Discuss why racist language, stereotypes and slurs are harmful.
- Encourage your child to think before they speak and to challenge disrespectful behaviour safely.
- Remind your child to tell a trusted adult if they hear or experience racism—reporting is about keeping everyone safe, not getting others into trouble.

Supporting children who may be affected

If your child experiences or witnesses racist behaviour, it can impact their emotional wellbeing, confidence and sense of belonging. Please reassure them that:

- They will be taken seriously
- They will be listened to and supported
- Action will be taken in line with our behaviour and safeguarding policies

Our College's approach

All incidents involving racism or discriminatory language are addressed promptly and appropriately. This includes education, restorative work where appropriate, sanctions. We also work proactively with students to promote understanding, empathy and respect.

If you have concerns about racism, discriminatory language or your child's wellbeing, please contact the school's Designated Safeguarding Lead (DSL) or a member of the pastoral team.

Together, we can help our young people understand the importance of respect and ensure our school is a place where everyone feels safe and valued.



SCHOOL UNIFORM AND SAFEGUARDING

School uniform plays an important role in safeguarding and supporting students' wellbeing. While we recognise that uniform can sometimes feel like a practical or behavioural issue, it is closely linked to student safety, identity and inclusion.

Why uniform matters for safeguarding:

- **Visibility and security:** A consistent uniform can help staff quickly identify students on site and notice unfamiliar individuals, supporting site safety.
- **Equality and inclusion:** Wearing uniform helps reduce pressure around clothing choices and reinforces a sense of belonging to the school community.
- **Professional learning environment:** Clear expectations support boundaries and routines that help young people feel safe and ready to learn.
- **Wellbeing checks:** Changes in uniform compliance can sometimes be an indicator that a student is struggling emotionally, socially or practically.

Our approach

We aim to take a proportionate approach to uniform. When issues arise, staff will always seek to understand the reason behind non-compliance before taking action. This may include:

- Recognising financial or practical difficulties
- Considering cultural or religious needs
- Identifying wellbeing concerns or peer pressure
- Uniform issues are never viewed in isolation, and safeguarding concerns are always prioritised over sanctions.
- How parents and carers can support
- Encourage your child to follow the school uniform expectations each day.
- Talk to your child if they are reluctant to wear uniform—there may be an underlying issue.

Contact the school as early as possible if there are difficulties with accessing uniform or meeting requirements.

Working together

By working collaboratively with families, we can ensure that uniform remains a positive protective factor, supporting safety, inclusion and student wellbeing rather than acting as a barrier to learning.

If you have concerns or need support with uniform arrangements, please contact the school's pastoral team or Designated Safeguarding Lead (DSL).



ATTENDANCE AND SAFEGUARDING

Regular school attendance is a key safeguarding priority. Being in school consistently helps keep children safe, supported and connected, and allows staff to monitor wellbeing and provide help when it is needed.

When students attend school regularly, they benefit from:

- Daily contact with trusted adults
- Access to emotional, pastoral and academic support
- Routine, structure and a sense of belonging
- Stronger achievement and wellbeing outcomes
- Poor attendance can increase a young person's vulnerability to:
 - Academic underachievement
 - Social isolation
 - Mental health difficulties
 - Risks outside of school during the day
- For this reason, attendance is closely linked to safeguarding.

The Department for Education uses the following attendance definitions:

- Regular attendance:
- Attendance of 90% or above

Persistent absence:

- Attendance below 90%
- This means a student is missing the equivalent of one day of school every two weeks.



Severe absence:

- Attendance below 50%
- This means a student is missing more school than they attend.
- These thresholds help schools identify when a child may need additional support or safeguarding intervention.

Changes in attendance patterns can sometimes signal underlying concerns, such as:

- Anxiety or mental health difficulties
- Bullying or friendship issues
- Family challenges
- Ill health or unmet needs

For this reason, attendance concerns are always explored sensitively and supportively, with the child's welfare at the centre.

Our approach

- We work closely with students and families to:
- Identify barriers to attendance early
- Offer pastoral and wellbeing support
- Work in partnership with external services when required

Attendance matters are never viewed in isolation. When a child is struggling to attend school regularly, this may trigger a safeguarding response, not a punitive one.

How parents and carers can help

- Aim for your child to attend school every day, unless they are genuinely unwell.
- Avoid term-time holidays wherever possible.
- Talk to your child if they are reluctant to attend school—there may be an underlying concern.
- Inform the school promptly about absences and keep communication open.
- Contact the school early if you are experiencing difficulties that are affecting attendance.

Working together

Regular attendance is one of the strongest protective factors we can provide for young people. By working together, we can ensure that students feel safe, supported and able to succeed.

If you are worried about your child's attendance or wellbeing, please contact the College's pastoral team or the Designated Safeguarding Lead (DSL)—support is always available.