



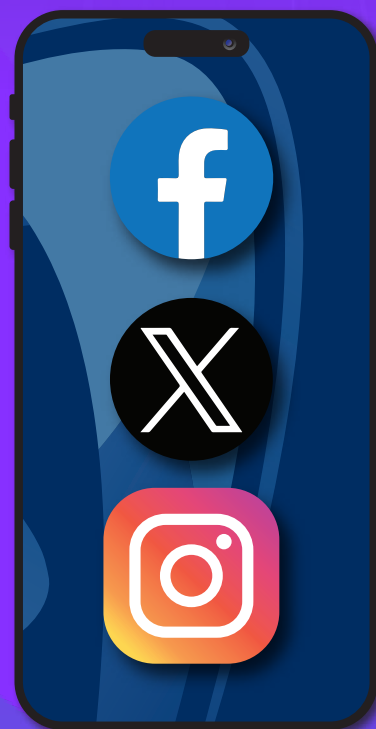
"Be The Best You Can Be"

Safeguarding Newsletter

2025/26

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Date: 16/10/25



Safeguarding Newsletter – Term 1

As Term 1 comes to a close, we'd like to take this opportunity to reintroduce our Safeguarding Team to all new students, parents, and carers. We're also highlighting the safeguarding and pastoral support available to every student, helping to ensure our school remains a safe, caring, and supportive environment for everyone.

Our Safeguarding Team



Need to Talk? We're Here to Help

You can speak to **any adult in school** if you ever need help, support, or just someone to listen. Everyone at our school has been trained to know what to do if a student reaches out, you will always be taken seriously and supported in the right way.

Your **Form Tutor** is usually the first and best person to talk to. They know you well and can either help directly or speak to someone who can provide extra support if required.

You can also talk to **any teacher or member of our support staff** who will listen to ensure you get the help you need.

Our **Pastoral Support Coordinators** are specially trained and experienced in helping students work through worries or concerns. They're always ready to listen and support you.

Miss Kamara is the school Designated Safeguarding Lead (DSL) Every school has a **Designated Safeguarding Lead (DSL)** who oversees the safeguarding and child protection of all students.

For more information about safeguarding, please read our **Student Safeguarding Handbook 2025–26**, available on the school website under **Child Protection & Safeguarding** section.

[Student Handbook Link](#)

Student Voice: Your role in Safeguarding

You have the power to protect yourself and others. Speak up if something doesn't feel right. Being kind, inclusive, and aware makes your school a safer place for everyone

This Terms Focus: Online Safety

With more time spent online, it's vital to understand how to stay safe in digital spaces.

Tips for Students:

- Never share personal information (like your address or school) online.
- Use strong passwords and keep them private—even from friends.
- Report anything that makes you feel uncomfortable to a trusted adult.

Tips for Parents:

- Talk regularly with your child about their online activity.
- Use parental controls and privacy settings on devices.
- Encourage open conversations—no judgment, just support.

Take the NSPCC Online Safety Quiz to see how safe you are?

[NSPCC Online Quiz](#)

Know The Signs

Whether it's bullying, neglect, or emotional distress, here are some signs to look out for:

Behavioral Changes	Emotional Signs	Physical Indicators
Withdrawal from friends	Sudden mood swings	Unexplained injuries
Decline in school performance	Anxiety or fearfulness	Change in sleep or eating habits
Secretive behaviour	Low self-esteem	Poor Hygiene

If you notice any of these changes, don't wait—reach out to a teacher, head of year, school pastoral team, or safeguarding lead (DSL) we are here to help.

Safeguarding & Pastoral Support

Mrs. Cruickshanks has recently undertaken further training to be our 1st in school Mental Health First Aider she will be rolling out the training to share her knowledge & expertise

“Youth Mental Health First Aiders play a vital role in creating supportive environments for students. I have been trained to recognise the signs of mental ill health, provide initial support, and maintain confidentiality.”

By promoting wellbeing, reducing stigma, and working alongside mental health professionals, Mental Health First Aiders help foster a more inclusive and supportive environment. They also gain an understanding of relevant legislation, learn how to respond in crisis situations, and signpost young people to professional help.

Through active listening and creating a safe space for open conversations, Mental Health First Aiders contribute to a healthier and more resilient school environment.

Kinship Care (Keeping Children Safe In Education 2025 Update)

This term, we're highlighting an important update in Keeping Children Safe in Education (KCSIE) 2025 that recognises and supports children living in kinship care — those cared for by relatives or close family friends. These changes help ensure every child, whatever their family circumstances, feels safe, valued, and supported at school.

Kinship Care – What You Need to Know

- Kinship care means a child or young person who lives with relatives or close family friends instead of their parents.
- This arrangement helps ensure the child is cared for by someone they already know and trust.
- The KCSIE 2025 guidance now gives greater recognition to children in kinship care, acknowledging that they may face similar challenges to those in foster or local authority care.
- Schools are encouraged to identify and support these students, so their wellbeing and progress are fully supported.
- Staff are reminded to make sure every child in kinship care feels safe, included, and supported in school life.

Please contact the school if you have a child who is not living with a parent as described above. We want to ensure that we have identified all students who are under Kinship Care. If you would prefer please complete our online form which should take 2 minutes of your time. (Only complete if applies to you) Link below



Please follow the link to complete a quick online form to notify the school of a child under kinship.

<https://forms.office.com/e/QSqTrWV9nG>

One of the school's achievements gained was the Secondary School of the Year for proactively safeguarding children and young people.



Secondary School of the Year

Recognising the exemplary use of STEER to proactively safeguard children and young people, and your role in supporting proactive safeguarding across your sector.

2025

A handwritten signature in black ink.

Simon Walker
STEER Founder



**The Abbey
School**

A handwritten signature in black ink.

Jo Walker
STEER Founder

Mental Health Support

For immediate assistance regarding mental health support and resources, please refer to the following organisations:

KOOTH: <https://www.kooth.com/>

Young Minds <https://www.youngminds.org.uk/>

SHOUT <https://giveusashout.org/> Text "SHOUT" to 85258 for 24/7 support

QWELL <https://www.qwell.io/> If you are an adult requiring mental health

Kent Resilience Hub <https://kentresiliencehub.org.uk/>



For support around domestic abuse

SATEDA <https://sateda.org/>

Refuge <https://www.refuge.org.uk/>

Oasis Domestic Abuse Service <https://www.oasisdaservice.org/>

For support with homelessness or housing issues

Porchlight <https://www.porchlight.org.uk/>

Shelter England <https://england.shelter.org.uk/>

If you have urgent child protection concern, contact: 03000 411111 or Kent Children Portal on the KCC website.

Or call 999 and report to Kent Police.

How we support students with Personal Development

Supporting Children with Negative Self-Talk

It's not unusual for children and teenagers to experience moments of self-doubt. Whether it's saying, "I'm not good at this," "Everyone's better than me" or "I can't do it," negative self-talk can quietly chip away at a young person's confidence and motivation. At The Abbey School we know that helping pupils to recognise and challenge these thoughts early is key to building resilience and self-belief.

It's something we've been talking a lot about with our KS3 students during morning Personal Development sessions. These conversations help pupils understand that everyone experiences self-doubt at times, and that the words we use about ourselves can shape how we feel and behave.

What is negative self-talk?

Negative self-talk is that inner voice that focuses on mistakes, worries or comparisons. It can sound like a running commentary of criticism, often harsher than anything a friend or teacher would ever say. For young people these thoughts can become powerful barriers to learning and happiness if left unchecked.

How can we help as adults?

- Listen first. When a child expresses self-doubt, resist the urge to dismiss it with “Don’t be silly.” Instead, listen and acknowledge how they feel before gently offering perspective.
- Model kindness. Children learn from the way adults speak about themselves. Try replacing “I’m terrible at this” with “This is tricky but I’m learning.”
- Reframe the thought. Encourage them to add the word yet: “I can’t do this yet.” It shifts the focus from failure to growth.
- Notice strengths. Help them spot what they’ve done well, even small wins, to build evidence that challenges the negative inner voice.
- Promote healthy self-talk routines. Try simple affirmations such as “I can give it a go,” “I’m proud of my effort” or “I am enough.” Some families use these at the start of the day or before bedtime.

In school

Our Personal Development programme and pastoral teams work closely with students to nurture positive mindsets through tutor time activities, the Worry Box system and well being check-ins. We remind pupils that everyone makes mistakes and what matters is learning, not perfection.

If a student feels worried, upset or unsure about something, they can use the Worry Box at the top of our main school website page during term time. It is manned daily by a member of staff and checked every morning during term time only. Pupils can also speak directly to a trusted adult in school, such as their tutor, Head of Year, pastoral team or a member of the Safeguarding Team. We are always here to listen and to help.

Where to find extra support

If your child is struggling with self-esteem or anxiety, you can find further advice and guidance from:

- YoungMinds – practical tools and a parents’ helpline for supporting children’s mental health (www.youngminds.org.uk)
- Childline – free confidential support for young people up to 19 on 0800 1111 or www.childline.org.uk
- Mind – information and resources on mental health and wellbeing for all ages (www.mind.org.uk)
- Place2Be – offers guidance for families and schools on emotional wellbeing (www.place2be.org.uk)

A gentle reminder

Confidence doesn’t grow overnight. It grows from patient encouragement, consistent support and helping children to see themselves as capable and valued. When we model self-kindness and help them rewrite their inner script, we give them a lifelong tool for resilience.



NO EXCUSE FOR ABUSE

At The Abbey School, we strive to create a **safe and secure** environment for the school community. Our school is a **welcoming and inclusive place** where we all show one another respect and look out for each other.

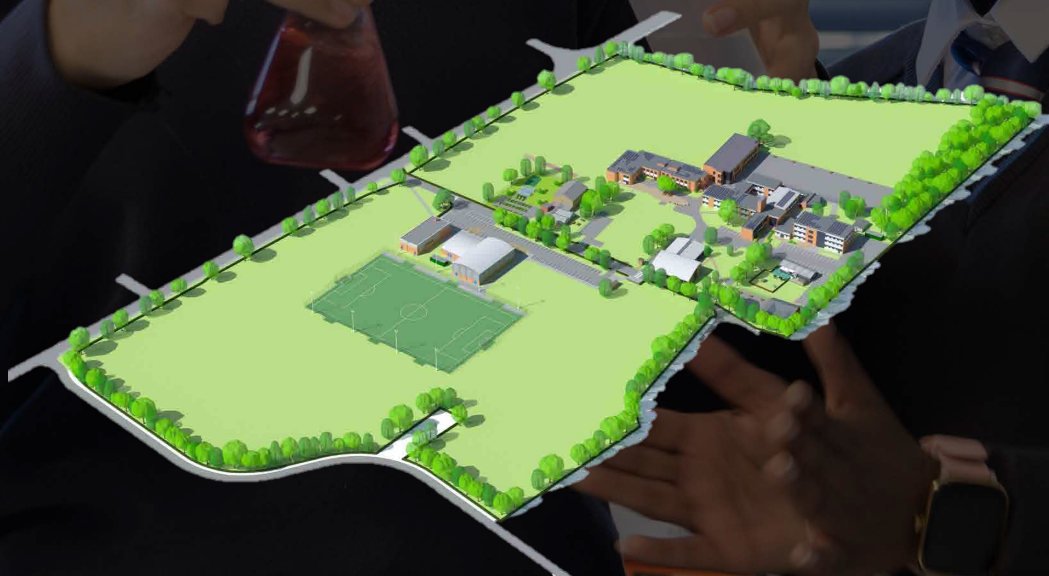
We will not tolerate any **threatening, abusive or violent** behaviour and action will be taken when necessary.





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“BE THE BEST YOU CAN BE”



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