



PUTTERIDGE PRIMARY SCHOOL

Safeguarding Newsletter



Spring 2, 2026

WHO TO CONTACT IF YOU HAVE A CONCERN ABOUT A CHILD

If you are worried about a child's safety, please do not hesitate to contact the Designated Safeguarding Lead or Deputies straightaway.

If a child is in immediate danger, call the Police on 999

Meet the Designated Safeguarding Team:

The Safeguarding Team oversee and co-ordinate all aspects of the school's work to ensure that children are kept safe. They regularly attend training to ensure their skills and knowledge are up-to-date.

Designated Safeguarding Lead:

Mrs V Prowle



Deputy Designated Safeguarding Leads:



Mr C Pickard Miss N Chinnery

School Safeguarding Governors:

Mrs C Deveney
Mr L Donohoe

All can be contacted via the office or by telephone on:
01582 728262

For a copy of our school's Child Protection Policy, please visit the Safeguarding page on our [school website](#):



Dear Mums, Dads and Carers,

This half-term will see a return to longer days and, with them, (hopefully) better weather with more opportunities to get out and about. With that in mind, I have included some information regarding laws and recommendations around car seat safety as we have had a number of reports of children who have not been strapped in when arriving at and leaving school.

I have also written some information around misogyny (yes, it happens in primary schools) and our in-school ELSAs (nothing to do with Frozen!!)

In the coming weeks in school we will be working hard as usual and, towards the end of term, you will have another chance to come in and meet your children's class teachers at our Parent Consultation Evenings. Mrs Brown, Mrs Bennett, Mrs Dempsey and myself will be available at one or both of these events should you wish to meet us regarding any pastoral concerns you may have. Either catch us on the night if we are free or email using the address below to make an appointment.

Mrs V Prowle (Designated Safeguarding Lead)

Report any concerns if you suspect a child is being abused or is in danger of being abused. Please contact a Designated Safeguarding Lead, or any member of staff. You can also contact the Multi-Agency Safeguarding Hub (MASH) on:

☎: 01582 547653

Out of Hours service: 0300 300 8123

✉ MASH@luton.gov.uk

Or make an online referral via the website:

https://directory.luton.gov.uk/kb5/luton/directory/service_page?id=aJZE_O SgZfQ

Useful Safeguarding Acronyms and Vocabulary

DSL: Designated Safeguarding Lead

MASH: Multi-Agency Safeguarding Hub

CP: Child Protection

CaIN: Child in Need

FPT: Family Partnership Team

TAF: Team Around the Family

CEOP: Child Exploitation and On-Line Protection Centre

KCSIE: Keeping Children Safe in Education

PREVENT: Part of the Government's Counter-Terrorism Strategy to stop people being drawn in to extremism

CAMHS: Child and Adolescent Mental Health Services

CHUMS: Mental Health and Wellbeing Service

SEND: Special Educational Needs & Disabilities



We know that misogyny is negatively impacting the lives of teachers and young people.

Evidence tells us that half (49%) of secondary school teachers said they witness pupils making misogynistic comments or displaying misogynistic behaviours against other female pupils at least once a month or more - with 6% saying they witness this every day, and 21% saying at least once a week.

For primary school teachers, 18% said they witnessed pupils making misogynistic comments or displaying misogynistic behaviours at least once a month or more - with 1 in 10 (10%) reporting to witness this weekly

Tackling misogyny requires a united effort between schools and families. To do so we need to both confront sexism and misogyny when we see it and create environments which celebrate gender equality. So, what can this look like in primary education?

Primary Schools: Building respectful foundations

At this stage, children are forming their understanding of gender roles.

The focus should be on nurturing empathy, fairness, and inclusivity.



Strategies in school include:

- **Use of inclusive language:** Using 'everyone', 'children' or 'class' instead of gendered terms such as 'boys and girls'.
- **Avoidance of assumptions:** not assuming interests or abilities based on gender (e.g. assuming boys like sports or girls like art)
- **Diversify classroom materials:** Include books and resources that show girls as leaders and boys as caregivers.
- **Celebrating diversity:** Highlighting stories and achievements of people in all genders in various roles and careers.
- **Encourage mixed-gender collaboration:** Promote teamwork and friendships across genders.
- **Encouraging empathy and fairness:** Using language that promotes kindness, cooperation and respect across all identities.
- **Address sexist behaviour early:** Use gentle correction and restorative conversations to help children understand the impact of their words.



Gender stereotyping

Language plays a powerful role in shaping children's understanding of gender, and the school environment is an influential one. On the next page are **examples of common phrases and expressions** that can reinforce gender stereotypes, whether they are used by children, young people or adults at school, and some suggestions for more inclusive alternatives.

You, as parents, play a crucial role in shaping children's values and beliefs. Home is where many gender norms are first learned - and can be unlearned.

STEREOTYPED PHRASE	WHY IT'S HARMFUL	INCLUSIVE ALTERNATIVE
"Boys will be boys."	Excuses aggressive or disruptive behaviour, presenting it as natural for boys.	"Everyone is responsible for their actions."
"Girls are so emotional."	Suggest girls are overly sensitive and less rational than boys.	"It's ok to feel emotions – everyone does."
"That's not very ladylike."	Enforces outdated expectations of how girls should behave.	"Let's be respectful to others."
"Man up."	Implies boys shouldn't show vulnerability or express emotion.	"Be brave, you've got this!"
"You throw like a girl."	Uses femininity as an insult.	"Let's work on your technique."
"Boys don't play with dolls."	Can restrict boys' nurturing instincts and interests.	"Everyone can play with what they enjoy."
"Girls can't do maths."	Discourages girls from pursuing STEM subjects (Science, Technology, Engineering, Maths)	"Anyone can be great at maths with practice."

Strategies for Parents:

- **Model respectful relationships:** Children learn from how adults treat each other. Show mutual respect and address sexist remarks.
- **Talk openly about gender and fairness:** Use everyday situations to discuss equality, stereotypes, and respectful behaviour.
- **Diversify media and role models:** Choose a range of books, shows, and stories that include strong female characters and emotionally intelligent male figures.
- **Encourage all interests:** Support children in exploring hobbies and careers regardless of gender norms.
- **Challenge stereotypes gently:** If your child says "girls can't do that" or "boys don't cry," ask questions that help them think critically and reconsider.

A united approach

Tackling misogyny is a shared responsibility. By working together as teachers in the classroom and parents at home, we can raise young people who value equality, respect difference, and stand up against injustice.





ELSAs are **E**motional **L**iteracy **S**upport **A**ssistants who have received specific additional training from educational psychologists from whom they receive ongoing supervision following training.

We are very lucky to have two **ELSA** trained members of staff on the team:

Mrs Bennett and Mrs Dempsey. Both deliver **ELSA** sessions in addition to the other pastoral support they provide to children across the school.



In order for children to access specific ELSA support, they need to be specifically referred for this. It may be that children need help developing skills to understand and manage their feelings, cope with life challenges like family changes or loss, build self-esteem, improve social skills or handle anxiety and stress, enabling them to focus more effectively in school. Referrals usually come from teachers noticing difficulties or from parents raising concerns, aiming to provide a safe space and coping strategies, **not fix problems**, through planned sessions.

Common Reasons for Referral:

- **Emotional Regulation:** Difficulty recognising, understanding, or managing strong emotions like anger, anxiety, or sadness.
- **Social Skills:** Trouble making friends, interacting with peers, or navigating social situations.
- **Self-Esteem & Confidence:** Low self-worth, lack of confidence, or feeling isolated.
- **Life Events:** Coping with significant changes, such as family breakdown, bereavement, or illness.
- **Behavioural Challenges:** Acting out due to underlying emotional difficulties.

What ELSA Support Does:

- Provides a safe, confidential space for children to talk.
- Teaches emotional literacy and coping mechanisms.
- Uses activities like social stories, role-playing, and emotion cards.
- Aims to build resilience, empathy, and self-worth.

How It Works:

Referral:

Usually by a teacher, senior leader, or parent, often discussed with the SENDCo (Special Educational Needs and Disabilities Coordinator).

Planning:

The ELSA plans specific, short-term (e.g. 6 weeks) goals for the child.

Support:

Delivered one-on-one or in small groups by a trained ELSA, with regular supervision from an Educational Psychologist.

Review:

Sessions are reviewed to see if goals are met or if further support is needed.

