

South York
MULTI-ACADEMY TRUST

FULFORD SCHOOL SAFEGUARDING & WELLBEING NEWSLETTER

JULY 2025

Safeguarding Lead's Welcome

Honesty Empathy Ambition Respect Tolerance

Welcome to our Summer edition of the Fulford School Safeguarding and Wellbeing Newsletter. At Fulford School we are continually working to support students in feeling safe and well at school and to enable them to flourish both within and outside of school.

Within school, Mrs Elsworth, Miss Tomlinson and Mr Copeland lead the safeguarding and pastoral support alongside the Pastoral Team and Form Tutors to offer guidance when needed to all of our students and their parents/carers where appropriate. As usual the sources of support and advice are contained within this newsletter.

Thank you for the positive feedback regarding this newsletter; one question that came through the parental survey was whether the newsletter was a generic one or one tailored to Fulford School. We want to confirm that this is written specifically for our school by our staff regarding the contextual information we receive regarding our own cohort, the York area and nationally to keep you informed of issues and concerns as they arise.

If there are areas/topics that you would like included in this Newsletter, please do let us know.

"Safeguarding children is the action we take to promote the welfare of children and protect them from harm.
Safeguarding is everyone's responsibility."

"No act of kindness, no matter how small, is ever wasted."
Aesop



CONTENTS:

- ♦ **Welcome**
- ♦ **Assemblies**
- ♦ **Online Safety**
- ♦ **Uniform & Safeguarding**
- ♦ **Self Defence Rings**
- ♦ **Keeping Safe This Summer**
- ♦ **Standing Up Against Hate**
- ♦ **Water Safety**
- ♦ **Rail Safety**
- ♦ **Sharing Images**
- ♦ **Social Pressures**
- ♦ **Reach Out**
- ♦ **Coping Strategies**
- ♦ **Supporting Wellbeing**
- ♦ **Safeguarding Support & Guidance**
- ♦ **Our Safeguarding Team**

SAFEGUARDING & WELLBEING

Summer Term

Assemblies:

This term we have continued to have many opportunities to focus on our safety and wellbeing within school.

Mrs Elsworth delivered an assembly on National Teen Self Esteem Day, and a further assembly on National Best Friends Day & Loneliness Awareness Week focussing on Safeguarding and the HEART Values.

Mrs Lowman delivered an assembly focussing on Deaf Awareness Week which many staff and students alike found valuable.

Mr Bailey shared his thoughts on Big Help Out Week; thank you to those who came into school on the weekend to help out!

Other assemblies included Learning Disability Week, Thankyou Day and we will be welcoming the RNLI to deliver a Water Safety Assembly this week.



Personal Development Lessons

Yr. 7 - Identities and Diversity: Racism, Gender Stereotypes & Disability. Relationships: Puberty, Healthy Relationships. Health and Wellbeing: Blood and Organ Donation. Rail Safety & Water Safety

Yr. 8 - British Values: campaigns, Justice, Young People and the Law. Health and Wellbeing: Teenage psyche, Self-Injury, Sexting, Social Media and Mental Health, Law and ethics of use of Social Media

Yr. 9 - Health and Wellbeing: Mental Health, emotional wellbeing and resilience, stress, sleep. Online gaming protection, influencers and marketing. Fake News, Sextortion, exploitation.

Yr. 10 - Mock Exam prep, Work Exp prep, Knife crime, CVs and Covering Letters

Yr. 11 - Exam Prep, drugs and risks at festivals, Living in the wider world, Finance.

Sixth Form -

- * UCAS discovery conference
- * Workshops on writing personal statements
- * Introduction to apprenticeships
- * Rewards trip
- * EPQ
- * Y13 leavers ball

Tutor Time

Yr. 7 - have been exploring Pride and Diversity, Teamwork and Reflection

Yr. 8 - have been exploring Physical Health and Team Building and Reflection

Yr. 9 - have been exploring resilience "We can do hard things" and Oracy

Yr. 10 - have been exploring Economic Understanding, Careers and Future Choices













Yr 11 - have been focussing on preparing for exams, revision techniques and wellbeing in exams and Post 16 pathways.

ONLINE SAFETY

Summer Term

Social Media Apps

At the request of parents/carers we are including in this terms issue guidance on age restrictions for popular social media apps. This is something that is continuously in the news and parents and students often feel pressure to have particular apps on their phones. A group of our Year 9 students are currently participating in a University study where they give up their phones for a month—we are really looking forward to their feedback!

App	Logo/Image	Minimum Age	What Parents/Carers Should Know
Instagram		13	Photo and video sharing. Direct messaging and live streaming.
TikTok		13	Short videos, viral trends. Under 16s have some restrictions but still exposed to public content.
Snapchat		13	Disappearing messages and images. Location sharing via Snap Map.
Facebook		13	Groups, messaging, events. Less popular with teens but still widely used.
WhatsApp		13	Encrypted chats and calls. Group chats can expose children to unknown contacts.
X (Twitter)		13	Short posts, trending topics. Public nature can expose children to adult content.
Threads		13	Text-based sharing, linked to Instagram accounts. Newer platform gaining popularity.
YouTube		13	Videos and live streaming. YouTube Kids available for younger children. Comments can be unmoderated.
Discord		13	(some regions require 16) Chat, voice, and video, often used for gaming. Open communities may expose teens to strangers.
Pinterest		13	Idea sharing, images, crafts. Generally low risk but has public content.
BeReal		13	Daily “real-life” photo sharing. Posts go to friends only, but privacy still matters.
Reddit		13	Forums and discussions. Content varies widely; some spaces unsuitable for younger teens.

ONLINE SAFETY

Summer Term

Focus on WhatsApp — Do you know who your children are talking to?

You may be aware that WhatsApp has lowered its age restriction to 13+ in the UK. We are seeing much younger children using WhatsApp and struggle to manage the dangers of the app. We are dealing with more issues within our student body that include bullying, discrimination and talking to unknown people. Often strangers can request to chat or are invited into a private group chat.



✓ Parent's Guide to WhatsApp

💬 What is WhatsApp?

- Free messaging app
- Texts, photos, videos, voice notes
- Voice & video calls
- Used by billions worldwide

★ Popular Features

💬 Chats	Texts, photos, videos, voice notes
📞 Voice/Video Calls	Talk one-to-one or in groups
👥 Group Chats	Up to 1024 people in a group
🕒 Status Updates	Posts that disappear in 24 hours
🔒 End-to-End Encryption	Chats and calls stay private

⚠️ Things Parents Should Know

✓ Group Chats

- Teens might chat with people they don't know well.
- Group conversations can spread rumours or bullying.

✓ Strangers Can Message

- Anyone with your child's number can contact them.

✓ Privacy Risks

- Personal info, photos, and videos can be shared or forwarded.

✓ Inappropriate Content

- Even private chats can include harmful images or links.

✓ Scams & Hoaxes

- Fake news, chain messages, or scams sometimes circulate.

🛡️ Safety Tips for Parents

✓ Talk Together

Discuss:

- What's safe to share
- Respectful messaging
- When to block or report someone

✓ Check Privacy Settings

Help your child adjust:

- Who sees their profile photo & status
- "Last Seen" visibility
- Who can add them to groups

✓ Know Their Groups

Ask:

- "Who's in your group chats?"
- "What's being shared there?"

✓ Set Boundaries

- No phones at bedtime
- Tech-free family time



RAISING AWARENESS

Summer Term



Uniform and Safeguarding

The warm weather recently has raised some questions around uniform with students, parents/carers and staff. We may not all agree on the principle of having a school uniform but we shared the following with our staff a couple of weeks ago regarding the safeguarding reasons for having a uniform:

Dept For Education Research: "A uniform levels the playing field. It removes the pressure on children to wear the latest fashions or designer labels, and can reduce perceived inequalities between students from different socio-economic or family backgrounds."

- Bullying – School uniform can remove issues around having the "right" clothes e.g. the right brands, fashion etc.
- Anxiety - Many young people share that non-uniform days make them anxious about what they should wear. In research children were asked how they would feel if there was no uniform at all in school "More than one third (36%) of 15 year olds would be worried, including 11% who would be 'very worried' by the development"
- Peer Pressure—a uniform reduces the pressure to wear "the right things" e.g. brands, piercings, false eyelashes etc and therefore reduces the pressure on parents/carers to pay for them
- Health & Safety – wearing full shoes, longer skirts/trousers etc protect them in practical lessons in Science, Technology and Art
- Identification – Uniform makes it easier to identify our students and identify intruders. The ties also allow us to identify year groups easily
- 'Gangs' – research in Scotland has shown that a school uniform prevents gang activity in school – gangs can require their members to wear certain items e.g. a hoody, or a bracelet that identifies them as a member
- Belonging – research has shown that "Seven in ten school children (68%) believe that a school uniform helps them to 'fit in' at school." (DfE). "77% of students who live in homes where the main breadwinner is not working, believe wearing a uniform helps them to blend in with their classmates"

If you are buying new uniform over the summer (I have already had a 'Back to School' email from a supermarket selling uniform), please do read the School Uniform guidance on the school website here ["Fulford School Uniform 25/26"](#) to ensure you are buying the correct items.

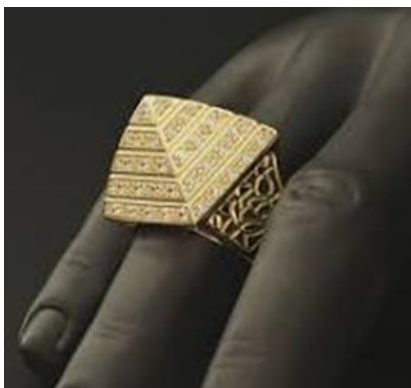
Your support with this is much appreciated.

RAISING AWARENESS

Summer Term

Self-Defence Rings

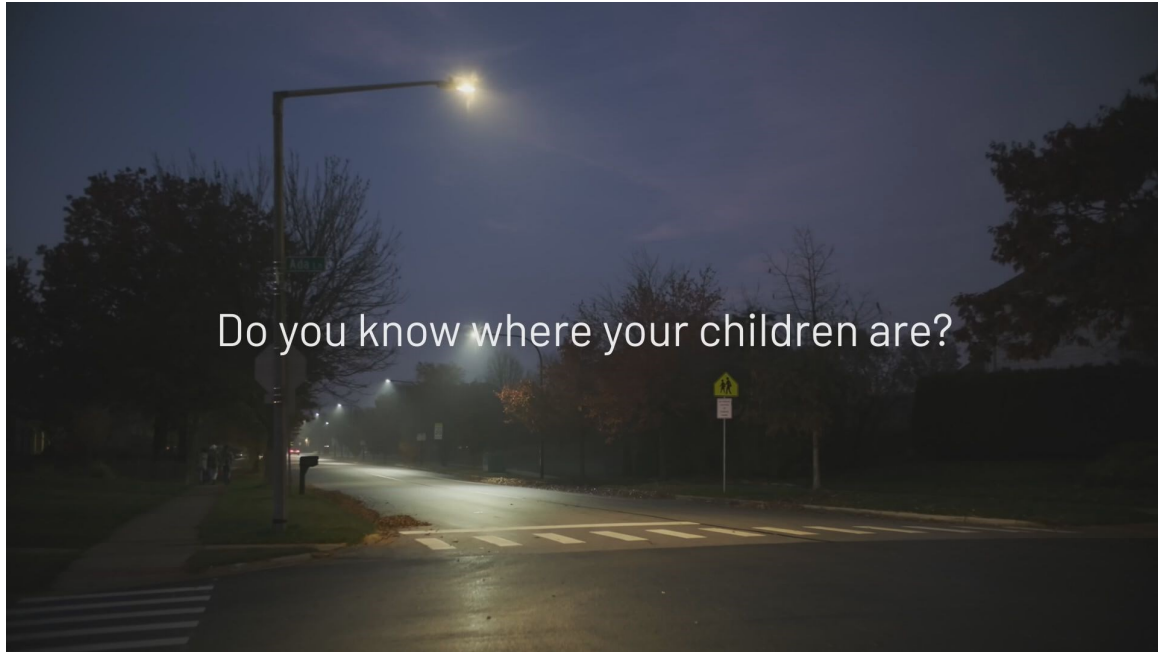
You may not be aware, but these types of rings are being sold as “self-defence” rings; they can be used in a similar way as a knuckle duster. All rings are banned in school but these ones in particular are concerning. If your child has one or has requested one, please do ask them why they want one; are they worried, do they feel they need one? There may be a more concerning reason than that they are currently fashionable.



KEEPING SAFE THIS SUMMER

Summer Term

Do You Know Where Your Children Are?



This was 1960's Public Service Campaign in America which has just been revived due to Anti-Social Behaviour; although an American campaign the message is just as relevant to us particularly in the summer months when the evenings are lighter and warmer.

This is a time when Peer Pressure can really influence our young people into taking risks and getting themselves into trouble; local social media pages often report anti-social behaviour which started out as young people enjoying themselves and having fun that deteriorates into something more worrying.

We also know that the summer months bring more free time for young people to be out and about with friends, and longer days mean more of us are enjoying the outdoors for longer each day.

Please continue to be mindful of where your children are spending their time, who they are with, and that they are safe. Police advice reminds us that while gathering together isn't anti-social in itself, behaviours such as causing criminal damage, harassment or intimidating others are offences.

By having these conversations now, we can help prevent anti-social behaviour this summer and also reduce the risk of young people becoming victims themselves

In our 'Safety in the Holiday' assembly, Mrs Elsworth will remind students to keep safe and let their parents and carers know where they are and what they are doing.

Standing Up Against Hate: Understanding Hate Crime in York

Summer Term

Hate crime is a serious issue that affects individuals and communities across the UK and York is no exception. While York is known for its history, beauty, and friendly atmosphere, it's important to remember that hate has no home here.

What Is a Hate Crime?

A hate crime is any criminal offence that is motivated by prejudice or hostility towards a person's race, religion, sexual orientation, gender identity, or disability. It can include things like physical attacks, verbal abuse, or online threats.

Hate crimes hurt not only the victim but also the community as a whole. They send a message that people are not safe simply because of who they are — and that's never okay.

What's Happening in York?

In recent years, North Yorkshire Police have reported an increase in hate crimes across the county, including in York. While some of this rise may be due to better reporting and awareness, it still highlights that discrimination is a reality for many. In York, hate crimes have involved racist abuse, anti-LGBTQ+ harassment, and religious intolerance.

Only in the past couple of weeks the Police have reported Hate Crimes committed by young people in York, their message has been clear that his behaviour will not be tolerated and will be working with local school in York. We want to remind all families that our school has a zero-tolerance approach to any form of discrimination, prejudice or hateful behaviour. .

York Human Rights City Network said "There is no place in our city for racism, hatred and violence of any kind. York Human Rights City Network embraces a vision of a vibrant, diverse, fair and safe community. It is up to all of us to work for the community we want, remembering that there is more that unites us than divides us."

What Can We Do?

- **Speak Up:** If you witness a hate incident, report it to a trusted adult, teacher, or the police.
- **Support Each Other:** Be a friend to those who feel targeted. Kindness can go a long way.
- **Educate Ourselves:** Learn about different cultures, identities, and backgrounds. Understanding leads to respect. [Racism](#) [Discrimination](#)
- **Report It:** You can report hate crimes anonymously through [True Vision](#) or directly to the police.

Let's Make Our School — and York — Safer for Everyone

Hate has no place in our school, our streets, or our city. Together, by standing up against hate, we can build a more inclusive and respectful community where everyone feels safe and valued. While there is no suggestion that our pupils are involved, we do ask parents and carers to take a moment to speak with their children about the seriousness of this issue and the importance of treating everyone with respect, in and out of school.

Thank you for your continued support in keeping our school and wider community a welcoming, inclusive and safe place for everyone.



KEEPING SAFE THIS HOLIDAY

Summer Term



Water Safety

In the penultimate week we are having Assemblies delivered by the RNLI. Water Safety (particularly in our city) is so vitally important particularly as the weather is warmer and we break up for the summer holiday.

It is perfectly natural to want to cool off when it's hot. Unsuitable rivers and quarries hide dangers below, with the additional hazards of freezing cold water and currents. Teenagers especially are drawn in by peers.

Here is the link to "Float to Live" from the RNLI <https://rnli.org/safety/float>

We continue to support the RLSS UK's free, online water safety toolkit which teaches families how to enjoy the water, safely.

Please do discuss the assembly with your children and the messages they took from it.



KEEPING SAFE THIS SUMMER

Summer Term



Rail Safety

Network Rail have asked us to pass on the following key messages regarding rail safety to students and parents:/carers

- Trains are fast and quiet, travelling up to 125mph and taking 2km (one and a quarter miles) to come to a stop – even with the emergency brakes.
- It is against the law to trespass on the railway and can result in a fine of £1,000 and a criminal record. This isn't just about going onto the tracks, climbing over fences, misusing level crossings etc. is still trespassing even if you don't go on the tracks.
- Always Stop, Look and Listen before using a level crossing. Never start to cross a level crossing when its lights are flashing.
- Make sure you're paying attention whenever you use any kind of level crossing; keep dogs on short leads and don't be distracted by phones, earphones etc. as you cross.
- The electricity is ALWAYS switched on around the railway including equipment boxes and overhead wires, and these use very high voltages and are very dangerous.
- You don't have to be touching the wires to receive an electric shock as electricity can jump (arc) up to 3 metres in any direction – including upwards. Even if you're above the wires (e.g. climbing on a bridge) it doesn't mean you're safe from them when getting too close. The injuries received from such a shock can be life-changing, and unfortunately are often deadly.
- Trains can generate turbulence as they go past, it's strong enough to drag someone onto the tracks or under the train – another good reason to not trespass, and the reason why there are yellow lines on the platforms.
- Should you witness any incidents of unauthorised access or trespass, or any other dangerous behaviour on or near railway land, please contact British Transport Police on 0800 40 50 40, text them on 61016, or in emergencies call 999. You can also call the Network Rail 24-hour helpline on 03457 11 41 41.

For more information on railway safety you can visit the websites:

<https://switchedonrailsafety.co.uk/> which has games, quizzes, and activities aimed at those aged 3 to 16 years old and

<https://www.youvstrain.co.uk/> which has further resources available for those aged 11+.

Please note, the You vs Train website and the 12-16 section of the Switched On website contains content that some people may find upsetting and so is targeted at secondary school-aged children and older.

We'd encourage you to visit these sites with your children, if suitable, and discuss with them the dangers of trespassing on the railway.

What Parents & Educators Need to Know about SHARING INTIMATE IMAGES

An intimate image depicts sensitive – often sexual – content, and sharing these photos or videos is commonly known as ‘sexting’. As of January 2024, it is a criminal offence to distribute any intimate images shared by a third party without consent, with offenders facing prison time. Naturally, misuse of intimate images can lead to emotional distress and reputational damage.

WHAT ARE THE RISKS?

EMOTIONAL DISTRESS

Victims of the misuse of intimate images and so-called ‘sexortion’ (blackmail involving sexual material) often experience significant emotional distress. The threat of having these photos or videos shared publicly can lead to anxiety, depression and a sense of helplessness. This emotional turmoil can affect daily life, academic performance and personal relationships.

DAMAGE TO REPUTATION

Intimate images being made public can severely damage a person's reputation. This can lead to bullying, social ostracisation and long-term impacts on personal and professional relationships. If a blackmailer gets their hands on any intimate images, the fear of reputational damage can also make a victim far more vulnerable to ongoing extortion.

PRIVACY VIOLATIONS

Once intimate images are shared online, it can be difficult to quickly control where they wind up and who else sees them. This loss of privacy can have lifelong repercussions, including identity theft and persistent online harassment.

FINANCIAL EXPLOITATION

Perpetrators of sextortion may demand money from victims under the threat of releasing their intimate images publicly. This can lead to severe financial problems for victims and their families, compounding their emotional and psychological distress.

LEGAL CONSEQUENCES

If a child or young person creates and/or sends intimate images to others – especially adults – this is considered a form of child abuse under UK law. Having to disclose this type of abuse, although necessary, can be harrowing, leading to further trauma. It's crucial for parents, carers and educators to understand the legal processes and be able to provide proper guidance and support.

TRUST ISSUES

Sharing of intimate images without consent can lead to long-term trust issues. Victims may find it difficult to trust others, impacting future relationships and their ability to form healthy, supportive connections. This erosion of trust can have profound effects on mental health and social wellbeing.

Advice for Parents & Educators

FOSTER A CULTURE OF OPEN COMMUNICATION

It's vital to encourage open communication with children and young people about the dangers of sharing intimate images. Create a safe space where they feel comfortable discussing their online activities and any concerns they may have without fear of judgement. Be sure to respond to any worrying information with an attitude of support and learning.

PROMOTE DIGITAL LITERACY

Digital literacy is incredibly important for children and young people to understand how to protect their privacy online. Teach them about secure online practices, such as using strong passwords, enabling privacy settings and recognising suspicious behaviour. This empowers them to be proactive in terms of their own safety.

EDUCATE CHILDREN ON THE RISKS

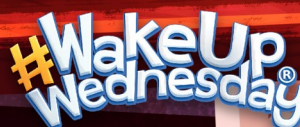
Children and young people often want to understand why certain rules are in place. Educate them about the risks of sharing intimate images online, explaining the reasons for monitoring and other security measures. Highlight the potential for misuse, including sextortion, and the long-term consequences that can arise from these actions.

PROVIDE SUPPORT RESOURCES

Ensure that children and young people know where to seek help if they become victims of sextortion or any other online abuse. Help them identify in advance which adults they can turn to and provide them with information about trusted resources like helplines (e.g. Childline) that they can access if they need help.

Meet Our Expert

Gabriella Russo is a safeguarding and neurodiversity consultant with over 30 years' experience working with children, families and adults in education, local authority and mental health settings in the UK and abroad.



The National College®

Source: See full reference list on guide page at: [what-parents-need-to-know-about-sharing-intimate-images](https://nationalcollege.com/what-parents-need-to-know-about-sharing-intimate-images)



@wake_up_weds



/www.thenationalcollege



@wake.up.wednesday



@wake.up.weds

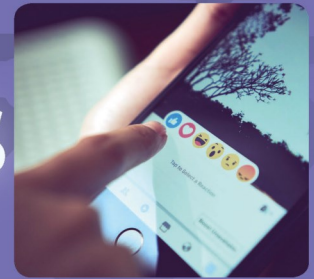
Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 10.07.2024



'Likes' are a simple way for users to show that they like a post on social media. This could be anything from photos and videos to status updates and comments. The feature is widely used on several social media platforms and is extremely popular on Instagram and Facebook. It is often used by children to measure the success of their social media post and gauge opinion. However, it can also bring a number of social pressures, particularly if users start to question their own levels of popularity.

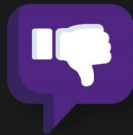


What parents need to know about SOCIAL PRESSURES LINKED TO 'LIKES'



DAMAGING TO SELF-ESTEEM

Your child may use likes to measure their own self-worth, with more likes instilling a greater level of confidence and acceptance amongst their friends and peers. However, children who only receive a small number may in turn feel a sense of rejection or isolation and could potentially suffer from low self-esteem issues, impacting them in other aspects of their life such as at school or in social settings.



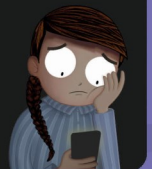
UNREAL VIEW OF THE WORLD

Your child may follow celebrities or other popular individuals on social media who receive millions of likes. Not everything on social media is a true reflection of the world and your child may feel pressured into behaving in a similar way in real life or posting similar material in order to feel popular and achieve a similar level of self-worth.



AN ADDICTIVE FEATURE

Like features encourage children to stay online for longer. In doing so, your child is likely to engage with app's for longer periods than they otherwise would have wanted, checking their phone more frequently, including at night when they should be asleep. This could contribute towards screen addiction which can cause sleep deprivation and consequently a lack of focus during the next day at school.



COMPETITIVE CULTURE

Children will often compare the number of likes they receive for their post against their friends or followers, possibly evoking emotions of jealousy or resentment. In a bid to increase their own status and receive more likes, this could lead to a competitive culture in which children try to better one another, potentially leading to them engaging in more and more riskier activities.



Safety Tips For Parents

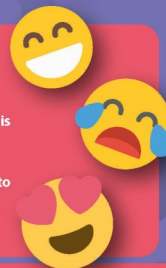
FOLLOW OR BEFRIEND YOUR CHILD ONLINE

Using the same social media sites as your child and connecting with them online will allow you to keep an eye on what their interests are and who may be influencing them. Following their likes will help you build a picture of what your child is being exposed to and what they find interesting.



MONITOR MENTAL HEALTH

If your child does post on social media, it is important to monitor their feelings and emotions, supporting them and encouraging them to talk to you about what they may be experiencing. Explain to them that not everything online is real and that life is not dictated by how many likes a post may or may not get.



ENCOURAGE HOBBIES OR OTHER ACTIVITIES

Try to help reduce your child's screen time and need for social media through encouraging them to do other things such as a sport or hobby or simply playing with friends outdoors. Supporting them to take up other activities that they enjoy can also help build self-esteem and increase their own confidence.



DISCUSS THE REAL WORLD

Talk to your child about online perceptions and about what they feel is and isn't important in their life. Try to establish an open and honest conversation and speak about what they feel is acceptable to post online and if they feel pressure to conform.

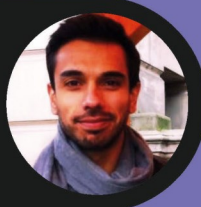


HELP TO BUILD YOUR CHILD'S SELF-ESTEEM

Try to help build your child's self-esteem through positivity and praise and listening to them if they are struggling with the way they look or feel. Talk to them about the positive aspect of their personality and help them understand that looks aren't everything. Try not to criticise or blame your child which could compound any negative thoughts they are already feeling.

Meet our expert

Pete Badh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.



<https://www.independent.co.uk/life-style/gadgets-and-tech/facebook-like-inventor-deletes-app-iphone-justin-rosenstein-addiction-fears-a7986566.html>,

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/01/Childrens-Commissioner-for-England-Life-in-Likes-3.pdf>, <https://www.psychologicalscience.org/news/releases/social-media-likes-impact-teens-brains-and-behavior.html>, <https://ico.org.uk/media/about-the-ico/consultations/2614762/age-appropriate-design-code-for-public-consultation.pdf>, <https://www.familylives.org.uk/advice/primary/health-and-development/helping-your-child-build-self-esteem/>

www.nationalonlinesafety.com

Twitter - @natonlinesafety

Facebook - /NationalOnlineSafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 28.08.2019

REACH OUT

Summer Term

Reach Out

If students want to ask for support for themselves or a friend, they can use the Reach Out Button on the School Website:

How to Report Something in School

[CLICK TO REACH OUT](#)

You will need to log in using your school email and password. This means we'll know who to get in touch with to help.




KEEPING SAFE THIS SUMMER

Summer Term

Coping strategies – what if I'm feeling anxious or stressed?

Breathing techniques can control the physical symptoms of stress or anxiety whilst helping you think more clearly.

(adapted from Compass BUZZ)



Hi Five Breathing


Try holding up your right hand with your palm towards you. Then starting at the bottom edge of your hand, with a finger from your left hand, you slowly bring your finger up to the top of your little finger, while you do this take a long breath in. Then breathe out slowly and as you do this bring your finger to the bottom of the next finger, repeating until you reach your thumb. Repeat this for as long as you need to relax

Action For Happiness Calendar - July

Action for Happiness create monthly calendars with suggestions to do each day. Why not try them during the spring break? If you like them, further calendars will be here:

Jump Back Up July 2025

MONDAY



1 Take a small step to help overcome a problem or worry

7 Shift your mood by doing something you really enjoy

14 Get outside and move to help clear your head

21 Identify what helped you get through a tough time in your life

28 Think about what you can learn from a recent problem

TUESDAY

8 Avoid saying "must" or "should" to yourself today

15 Set yourself an achievable goal and take the first step

22 Find 3 things you feel hopeful about and write them down

29 Be a realistic optimist. Focus on what could go right

WEDNESDAY

2 Adopt a growth mindset. Change "I can't" into "I can't...yet"

9 Put a problem in perspective by seeing the bigger picture

16 Find fun ways to distract yourself from unhelpful thoughts

23 Remember that all feelings and situations pass in time

30 Reach out to a friend, family member or colleague for support

THURSDAY

3 Be willing to ask for help when you need it

10 Reach out to someone you trust and share your feelings with them

17 Use one of your strengths to overcome a challenge today

24 Choose to see something good about what has gone wrong

31 Remember we all struggle at times - it's part of being human

FRIDAY

4 Find something to look forward to today

11 Look for something positive in a difficult situation

18 Let go of the small stuff and focus on the things that matter

25 Notice when you are feeling judgmental and be kind instead

SATURDAY

5 Get the basics right: eat well, exercise and go to bed on time

12 Write your worries down and save them for a specific 'worry time'

19 If you can't change it, change the way you think about it

26 Catch yourself over-reacting and take a deep breath

SUNDAY

6 Pause, breathe and feel your feet firmly on the ground


13 Challenge negative thoughts. Find an alternative interpretation

20 When things go wrong, pause and be kind to yourself

27 Write down 3 things you're grateful for (even if today was hard)

ACTION FOR HAPPINESS

Happier · Kinder · Together



SOURCES OF SUPPORT

Supporting Wellbeing

A reminder of where you can look for support or guidance:

[The Go To](#) – Provides support and guidance on wellbeing and mental health for young people and parents/carers in North Yorkshire

[Compass Buzz, 'Buzz US' service](#) - Compass BUZZ offers a confidential text messaging service to young people aged 11-18 across North Yorkshire. By texting the service on **07520 631168** you will be able to receive confidential advice, support and signposting from a wellbeing worker within one working day via text.

[Young Minds](#) – Their website includes guides for both parents/carers and young people. As a school we successfully raised over £500 through our 'Hello Yellow' non-uniform day back in October.

[York Mind](#) - York Mind exists in order to promote recovery from mental ill-health, emotional well-being and independent living.

[Better Health](#) - The 'Every Mind Matters' campaign from the NHS includes guides on dealing with change, self care and dealing with social media. There are tips for parents/carers to help support children who may be struggling with their mental health.

[NHS England](#) – A clear article with tips and guidance on what to do if you're a young person and you're struggling, including further links to other websites and support.

[Kooth](#) - Kooth is an online mental health service for children, young people and adults. In North Yorkshire, Kooth offers free online counselling and emotional well-being support for children and young people.



SOURCES OF SUPPORT

Safeguarding Support and Guidance

A reminder of where parents and carers can look for support or guidance:

[York Safeguarding Children Partnership](#) have some useful support and guidance for parents and carers.

[Child Exploitation](#) – Ivson Trust – support for parents/carers who think a child or young person may be exploited by people outside the family.

[Live Well Bereavement Directory](#)

[Early Help](#) - Early Help, it is the way that everyone works together to support the needs of families.

[York Mental Health and Wellbeing Guide](#)

[Young Carers Support](#) - If your child is caring for you or helping to care for a sibling or family member who lives with you there are Young Carer's services across the county who can provide a wide range of support.

[IDAS](#) - IDAS provides support for victims and survivors of domestic abuse in North Yorkshire

info@idas.org.uk 03000 110 110

[NSPCC](#) - NSPCC have a wide range of information and advice for parents and carers.

[York Foodbank](#)

[Concerned About a Child?](#) Where there are significant immediate concerns about the safety of a child, please contact the police on 999. If you believe the situation is urgent but does not require the police, please call 01904 551900 to make a telephone contact.

If you are worried – you can contact the Safeguarding team at school, by emailing

safeguarding@fulford.york.sch.uk – **during the school holiday this is not staffed.**

**If you are unable to reach us and you are worried about any child and think they may be a victim of neglect or abuse please call the
York Multi-Agency Safeguarding Hub (MASH) by calling 01904 551900.**

**Should your call be outside of business hours (Monday – Friday / 9am-5pm)
please still call 0300 131 2 131 to speak to the Emergency Duty Team.**

SOURCES OF SUPPORT IN SCHOOL

Our Safeguarding Team

safeguarding@fulford.york.sch.uk



Mrs T Elsworth— Deputy Headteacher

elswortht@fulford.york.sch.uk



Ms J Tomlinson— School Social Worker

tomlinsonj@fulford.york.sch.uk

The Deputy Designated Staff are:-



Mr Harris
Headteacher



Ms Davies
Head of Sixth



Ms Craven
School Nurse



Ms Irwin-Stilgoe
Attendance Lead



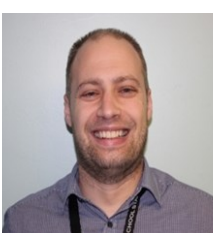
Mr Hearn
School Counsellor



Mr Copeland
Assistant Headteacher



Ms Mehta
SENCO



Mr Cole
IC Manager



Ms Stuart
Post 16
Learning & Wellbeing



Ms Fewster
Post 16
Learning & Wellbeing