



# FULFORD SCHOOL SAFEGUARDING & WELLBEING NEWSLETTER

SPRING 2026



## Safeguarding Lead's Welcome

**Honesty Empathy Ambition Respect Tolerance**



Welcome to our Spring 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 Miss Eden 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.

This half-term there has been a lot of publicity in the news regarding conflict and illness which can cause worry to our students. We have tried to reassure them and encourage them to talk if they worried, focussing on things that they are able to control. We have included in this newsletter some advice and guidance on talking to children about war and conflict.

We constantly strive to improve our Safeguarding support and procedures and as a result, we welcome Miss Eden to our Safeguarding Team as a Deputy Designated Safeguarding Lead broadening the wealth of knowledge and experience we can call upon to support our students. Please do contact us if you need support or want to pass on some feedback.

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

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

**Aesop**



**CONTENTS:**

- ◆ **Welcome**
- ◆ **Assemblies**
- ◆ **Personal Development**
- ◆ **Meningitis & Septicaemia**
- ◆ **Online Safety**
- ◆ **War & Conflict**
- ◆ **Artificial Intelligence (AI)**
- ◆ **Rail Safety**
- ◆ **Water Safety**
- ◆ **Reach Out**
- ◆ **Coping Strategies**
- ◆ **Sources of Support**

# SAFEGUARDING & WELLBEING

## Spring Term

### Assemblies:

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

Mr Harris started the term with an assembly on new beginnings and fresh starts focussing on the Fulford Heart values: **Honesty, Empathy, Ambition, Respect & Tolerance.**

Miss Eden focussed on expectations and how this keeps us safe in school, and Mr Bailey delivered an assembly on Blue Monday focussing on our wellbeing.

The History dept delivered an assembly on Holocaust Remembrance Day, Mrs Baroni focussed on Children's Mental Health week and Mrs Elsworth focussed on Online Safety,

Other assemblies included International Women's Day, and Safety in the Holidays.

We also participated in Comic Relief and raised a significant amount of money for the charity—thank you for your support!

### Personal Development Lessons:

Year 7 - Resilience, thoughts and feelings, diet, sleep, smoking, vaping and friendships.

Year 8 - Careers, sexual orientation and gender identity, relationships, body image and an introduction to British Values and democracy.

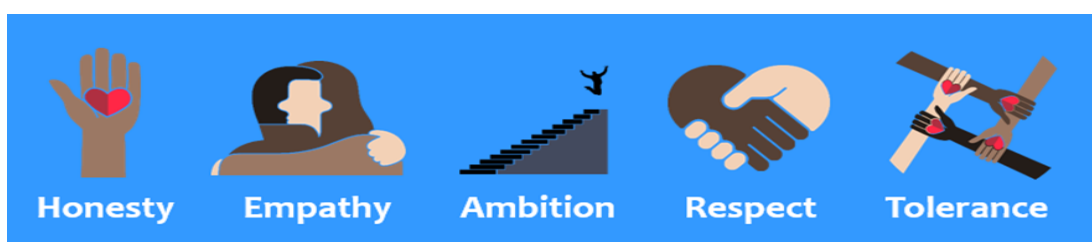
Year 9 - Relationships and sex education

Year 10 - Healthy & unhealthy relationships, sex education and work experience.

Year 11 - Consent and online material

Sixth Form -

- \* The Fire Brigade have been into school to discuss Fire Safety
- \* The last week of term saw the Sixth Form have a Safety Day including online safety and driving safety.



### Tutor Time

Year 7 - have been exploring the Diversity of Languages and careers

Year 8 - have been exploring Equality and Inclusion including gender equality and race.

Year 9 - have been developing their communication skills

Year 10 - have been exploring importance of study and revision techniques.

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

# RAISING AWARENESS

Spring Term

## Meningitis Awareness

You may be aware of recent media coverage regarding a meningitis outbreak in Kent. Although this incident is not affecting schools in our area, we understand that it may prompt concern and questions from parents and carers. North Yorkshire County Council have asked us to share information with you.

**UK Health Security Agency**

**Meningitis now**

# MENINGITIS + SEPTICAEMIA

Meningitis is a serious condition where the protective layers around the brain and spinal cord become inflamed. Septicaemia is when the bacteria enter the bloodstream to cause blood poisoning. They can happen to anyone, so it's important to know the symptoms and risks.

Early symptoms, such as fever, vomiting, aches, muscle pain, cold hands and feet and headaches, can look similar to common illnesses like colds or flu. But someone with meningitis or septicaemia will usually become seriously ill in a matter of hours. That's why it's crucial to keep checking on anyone who is unwell.

## MENINGITIS SYMPTOMS?

- fever
- a very bad headache (this alone is not a reason to get medical help)
- vomiting
- stiff neck
- dislike of bright lights
- rash (DO NOT wait for a rash to appear before seeking medical advice)
- confusion, delirium
- severe sleepiness, losing consciousness
- fits

## SEPTICAEMIA SYMPTOMS?

- fever and shivering
- severe pains and aches in limbs and joints
- vomiting
- very cold hands and feet
- pale or blotchy skin
- rapid breathing
- diarrhoea and stomach cramps
- red or purple 'bruised' or blotchy rash on skin that does not fade under pressure - do the glass test. On dark skin, check paler areas of the skin, such as the palms of the hands, soles of the feet, inside the mouth (roof), and the eyelids
- difficulty walking or standing
- severe sleepiness, losing consciousness

If you become worried about yourself, your child, or a friend, particularly if symptoms are getting worse, seek medical help urgently.

**EARLY TREATMENT CAN BE LIFE-SAVING.**

# RAISING AWARENESS

Spring Term

**“You won’t know ‘til you ask”**

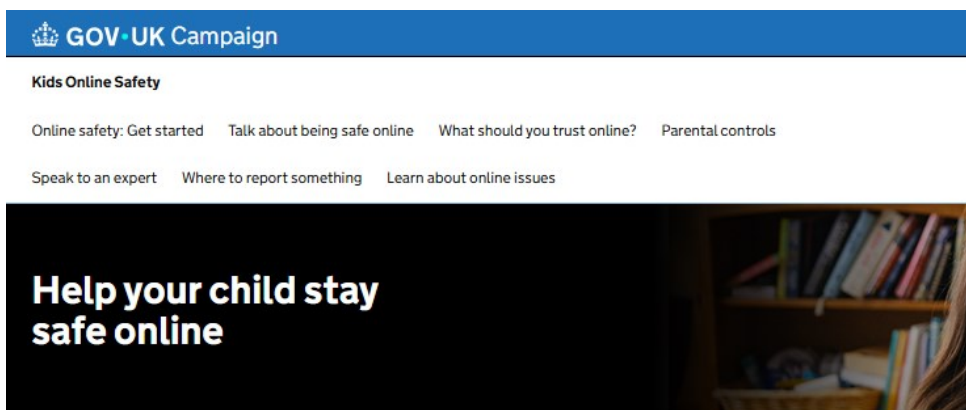
## **Government campaign for parents/carers on online safety**

The campaign has been launched to help parents and carers support their children to navigate the digital world safely and confidently.

It brings together practical, trusted guidance on how to start meaningful conversations about online life, understand the types of content children may encounter, and build critical thinking skills so young people can question what they see and make safer choices.

It also offers advice on using tools such as parental controls, recognising potential risks, and knowing where to seek help or report concerns. The overall aim is to make online safety an ongoing, open dialogue within families rather than a one-off conversation, helping children feel supported as they explore apps, games and social media.

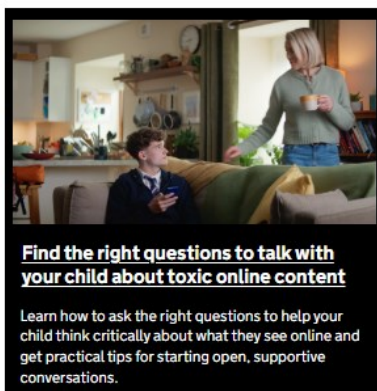
You can find the resources here: <https://kidsonlinesafety.campaign.gov.uk/>



The screenshot shows the top navigation bar of the GOV.UK Campaign website. The header is blue with the GOV.UK logo and the text 'GOV · UK Campaign'. Below this, the page title is 'Kids Online Safety'. There are several menu items: 'Online safety: Get started', 'Talk about being safe online', 'What should you trust online?', 'Parental controls', 'Speak to an expert', 'Where to report something', and 'Learn about online issues'. Below the navigation is a large black banner with the text 'Help your child stay safe online' in white. The background of the banner shows a bookshelf.

**Find practical information from trusted places to help you feel more confident on the steps you can take to protect your child online.**

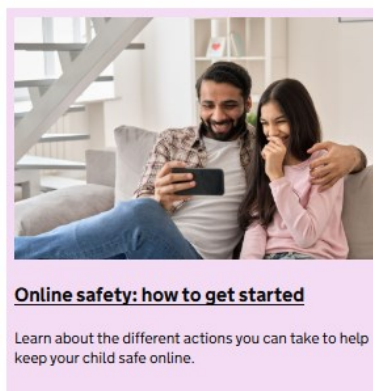
With so many apps, games, and websites out there, it’s easy to feel overwhelmed. But the good news is you’re not alone.



The thumbnail shows a woman in a green top and blue skirt standing in a kitchen, talking to a young boy in a school uniform who is sitting on a sofa. The background is a bright, modern kitchen.

**Find the right questions to talk with your child about toxic online content**

Learn how to ask the right questions to help your child think critically about what they see online and get practical tips for starting open, supportive conversations.



The thumbnail shows a man and a woman sitting on a sofa, looking at a smartphone together. The man is holding the phone and the woman is pointing at the screen. They are both smiling.

**Online safety: how to get started**

Learn about the different actions you can take to help keep your child safe online.

# RAISING AWARENESS

Spring Term

## Discussing War & Conflict with your child

War and conflict has appeared consistently over recent weeks in the National Press and online. As always there is the risk on misinformation being spread online which our students may have access to; this can lead to worry and anxiety.

In school we have offered to talk and discuss any worries the students may have but they may well prefer to speak to a trusted adult at home.

Here are some helpful links on supporting discussions at home:

**Place to Be:** <https://www.place2be.org.uk/news-and-blogs/2022/march/talking-to-children-and-young-people-about-war-and-conflict/>

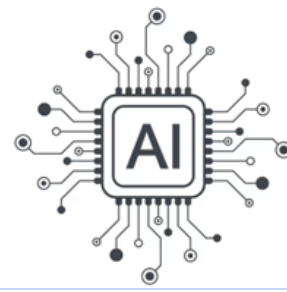
**UNICEF:** <https://www.unicef.org/parenting/child-care/how-talk-your-children-about-conflict-and-war>

**Save The Children:** <https://www.savethechildren.org.uk/blogs/2022/how-to-talk-to-children-about-war>



# RAISING AWARENESS

Spring Term



## **New law on AI-generated indecent images:**

### **What parents/carers need to know**

A new UK law has come into effect making it illegal to create or request the creation of non-consensual (without consent) intimate images using artificial intelligence (AI).

This includes images that show individuals in sexualised or nude scenarios without their consent, even if the images are entirely fake.

The law specifically targets AI-generated content that could be used to harass, bully or exploit individuals, including children.

### **Why this matters for parents and carers?**

Today, AI tools are easily accessible for children and there is a growing risk that young people might misuse these technologies to create inappropriate images as pranks or forms of cyberbullying.

This can have severe emotional impact on victims and legal consequences for those using the tools.

We would be grateful if parents and carers could talk to your child about the wider risks of misusing AI, not just the legal side but also how it can hurt people.

Encourage your them to think about how they treat others online and to speak to you or a trusted adult if they see or experience image-based bullying.

Remind them that creating or sharing fake images to mock or upset someone is not harmless; it can have lasting consequences for everyone involved.

<https://www.nspcc.org.uk/about-us/news-opinion/2025/artificial-intelligence-safety-tips-for-parents/>



Our final assembly this term has referred to “Golden Rule Day” on the 5th April which promotes “treating others as you would want to be treated yourself” which directly links to the misuse of AI here.

# What Parents & Educators Need to Know about AI-GENERATED VIDEOS

## WHAT ARE THE RISKS?

AI-generated videos are increasingly difficult to spot and easy to share. From fake news clips to deepfake abuse, children and young people face new risks every day online. These videos can imitate real people, spread false narratives or even generate harmful content from scratch. Understanding these dangers is crucial for schools and families who want to protect children in a fast-evolving digital world.

### DEEPPAKE ABUSE CONTENT



Shockingly, artificial intelligence is now being exploited to create child sexual abuse material (CSAM). These synthetic images and videos are a form of digital abuse, often generated by manipulating real children's photos, including ones shared innocently online. Worryingly, the Internet Watch Foundation (IWF) has identified a sharp rise in this disturbing trend. Whether real or AI-generated, this content causes lasting trauma – and its creation or possession remains a criminal offence under UK law.

### BLURRED REALITY



Regular exposure to fake content can erode a child's trust in real-world evidence. If everything can be faked, they may begin to question genuine videos – including actual abuse or injustice. This is known as the 'liar's dividend', where real harm is dismissed as fake news. It can discourage victims from coming forward or speaking up.

### USED FOR BULLYING



Deepfake technology is already being used by peers to create embarrassing or explicit clips of classmates. These videos can be edited to appear as though a child said or did something they never did. Once shared, they are almost impossible to delete completely. AI-generated bullying adds a new layer of harm that is deeply personal and difficult to prove.

### EMOTIONAL MANIPULATION



AI-generated videos can be used to provoke strong emotions, including fear, anger or guilt. False footage of crying children, injured animals or burning buildings may be created purely for clicks, donations or political influence. Children may feel upset or powerless, unaware that what they are watching has been digitally invented to manipulate their reaction.

### DISINFORMATION



AI-generated videos can spread fake news, making it harder for children to separate fact from fiction. False clips may include deepfake interviews, hoax disasters or fabricated health claims. AI is already being used to produce misleading or persuasive material that appears authentic. If they don't develop media literacy, children may accept false content as truth.

### IMPERSONATION AND SCAMS



With just a few photos or voice clips, AI tools can imitate someone's appearance or speech. This makes it easier for scammers or bullies to create fake videos of children, teachers or celebrities. These impersonations can be used for fraud, harassment or humiliation – and can spread quickly through social media or group chats, due to the viral potential of video, in particular, on social media.

## Advice for Parents & Educators

### TEACH HOW IT WORKS

Explain to children that videos can be faked – and show them how. Demonstrating side-by-side examples of real vs AI-generated clips helps to build awareness. Discuss how faces, voices and even movements can be copied by machines. Understanding the technology reduces fear and builds confidence in navigating digital content safely.



### TALK ABOUT TRUST

Always keep lines of communication open. If a child sees something upsetting or unbelievable, they should feel safe discussing it without judgement. Create an environment where they know they will not get in trouble for asking questions. This also helps you step in quickly if harmful content has been shared; trust is vital and needs to be nurtured.



### ENCOURAGE CRITICAL QUESTIONS

Help children question what they watch. Who made this? Why was it made? Is it trying to persuade me? These habits encourage digital thinking, especially when videos seem too shocking or convenient. Reinforce that not everything shared by friends or influencers is true, even if it looks convincing at first, and that the initial approach should always be one of speculation.



### STRENGTHEN PRIVACY SETTINGS

Advise children not to share voice notes, selfies or personal videos on public platforms. AI tools often scrape content from social media to create deepfakes. Use privacy controls to limit who can see their content and turn off facial recognition where possible. Fewer public images means fewer opportunities for misuse.



### Meet Our Expert

Brendan O'Keefe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an advisor to The National College, he specialises in digital safety, PREVENT, and pastoral care.



#WakeUpWednesday

The National College

# KEEPING SAFE THIS SPRING

Spring 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.youvsrain.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.

# KEEPING SAFE THIS SPRING

## Spring Term



### Water Safety

A reminder as always regarding water safety—as the nights are getting lighter and the temperature rises, our students may be tempted to take a dip in the river or in ponds/standing water. Please remind them of the dangers of swimming in cold, unsupervised water.

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.

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

The 'Lifesaver-Life changer' toolkit, gives people the confidence to keep themselves and others safe around the water by providing instruction on safe land-based rescues. This short course provides skills for life that will set individuals and families on a journey to gain knowledge and confidence to enjoy the water, safely. You even get a certificate!

<https://www.rlss.org.uk/Pages/Category/water-safety-information>



# REACH OUT

Spring 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 SPRING

Spring 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 - April

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:

<https://www.actionforhappiness.org/calendars>



**Active April 2025**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
 1 Commit to being more active this month, starting today	2 Spend as much time as possible outdoors today	3 Listen to your body and be grateful for what it can do	4 Eat healthy and natural food today and drink lots of water	5 Turn a regular activity into a playful game today	6 Do a body-scan meditation and really notice how your body feels	
7 Get natural light early in the day. Dim the lights in the evening	8 Give your body a boost by laughing or making someone laugh	9 Turn your housework or chores into a fun form of exercise	10 Have a day with less screen time and more movement	11 Set yourself an exercise goal or sign up to an activity challenge	12 Move as much as possible, even if you're stuck inside	13 Make sleep a priority and go to bed in good time
14 Relax your body & mind with yoga, tai chi or meditation	15 Get active by singing today (even if you think you can't sing!)	16 Go exploring around your local area and notice new things	17 Be active outside. Plant some seeds and encourage growth	18 Try out a new exercise, activity or dance class	19 Spend less time sitting today. Get up and move more often	20 Focus on 'eating a rainbow' of multi-coloured vegetables today
21 Regularly pause to stretch and breathe during the day	22 Enjoy moving to your favourite music. Really go for it	23 Go out and do an errand for a loved one or neighbour	24 Get active in nature. Feed the birds or go wildlife-spotting	25 Have a 'no screens' night and take time to recharge yourself	26 Take an extra break in your day and walk outside for 15 minutes	27 Find a fun exercise to do while waiting for the kettle to boil
28 Meet a friend outside for a walk and a chat	29 Become an activist for a cause you really believe in	30 Make time to run, swim, dance, cycle or stretch today				

**ACTION FOR HAPPINESS** Happier · Kinder · Together

# SOURCES OF SUPPORT

## Supporting Wellbeing

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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 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](#) – Ivison 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](mailto: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](mailto: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](mailto:safeguarding@fulford.york.sch.uk)



Mrs T Elsworth— Deputy Headteacher

[elswortht@fulford.york.sch.uk](mailto:elswortht@fulford.york.sch.uk)



Ms J Tomlinson— School Social Worker

[tomlinsonj@fulford.york.sch.uk](mailto:tomlinsonj@fulford.york.sch.uk)

## The Deputy Designated Staff are:-



Mr Harris  
Headteacher



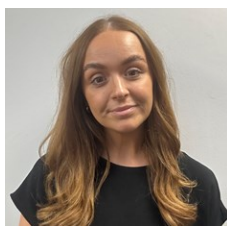
Ms Davies  
Head of Sixth



Ms Mehta  
SENCO



Ms Craven  
School Nurse



Ms Eden  
Assistant Headteacher



Ms Stuart  
Post 16  
Learning & Wellbeing



Ms Fewster  
Post 16  
Learning & Wellbeing



Ms Irwin-Stilgoe  
Attendance Lead



Mr Hearn  
School Counsellor