

South York
MULTI-ACADEMY TRUST

FULFORD SCHOOL SAFEGUARDING & WELLBEING NEWSLETTER

JULY 2026



Safeguarding Lead's Welcome

Honesty Empathy Ambition Respect Tolerance



Welcome again to our Summer edition of the Fulford School Safeguarding and Wellbeing Newsletter.

As we move into the summer holiday, young people often experience a mix of excitement, pressure, and increased independence. This can be a positive time — but it can also bring challenges that impact their wellbeing and safety. 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.

We have included the July Trust Safeguarding Newsletter into this Newsletter to reduce the number of Newsletters sent out at the end of term—there are updates on Water Safety & online “Ship Accounts”

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.

As always this newsletter 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.

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



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SAFEGUARDING & WELLBEING

Summer Term

Assemblies:

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

Miss Eden launched our ClassCharts reward system which has been welcomed by students. And also gave an assembly on Mental Health Awareness day. Mrs Elsworth delivered an assembly on International Day for Cultural Diversity and Safety in the Holidays. Mrs Baroni delivered an assembly on Gypsy, Roma and Traveller Month whilst two of our Yr. 8 students Casey and Sav presented Green Week and World Oceans day.

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

We also welcomed Oscar's Charity into school who shared the work they do for children and families affected by Paediatric Brain Tumours; this is the charity selected by students to donate their reward points to.



Personal Development Lessons

Yr. 7 - Living in the wider world: British Values 1 — Racism, Seeking refuge, Stereotypes & Disability. Relationships: Puberty, Healthy Relationships. Health and Wellbeing: Blood and Organ Donation. Rail Safety & Water Safety

Yr. 8 - British Values 2: 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, stress management and exercise, drugs and risks at festivals

Sixth Form -

- * UCAS discovery conference
- * Workshops on writing personal statements
- * Introduction to apprenticeships
- * EPQ Presentations
- * 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 Ambition and Oracy

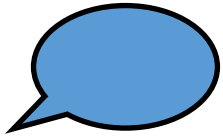
Yr. 10 - have been exploring Economic Understanding, Careers and Future Choices

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

ONLINE SAFETY

Summer Term

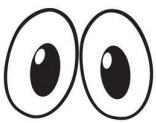
With extra free time, many young people spend more time online during the holidays. Here's how you can help keep them safe:



Talk Often: Ask what apps and games they use, and who they're talking to. Open chats build trust.



Use Parental Controls: Set filters on Wi-Fi and devices to block inappropriate content and manage screen time.



Watch Screen Time: Too much can affect sleep and mood. Set tech-free times—especially at meals and bedtime.



Online = Not Always Safe: Remind them not to share personal details with people they don't know offline.

Need Help?

- Report concerns: www.ceop.police.uk
- Guides for parents: www.internetmatters.org
- Support for children: www.childline.org.uk / call 0800 1111

ONLINE SAFETY

Summer Term

STAY SAFE ONLINE



Follow these **top tips** when online:



Choose a good password and keep this secret. The best passwords have a combination of letters, numbers, and other characters. Avoid using your name, birthday, or birth year.



When you are online or using apps check your privacy settings to see if your information is **public or private**.



Stop and think if someone online asks for your full name, address, phone number, school or a photograph. **Don't share these details with anyone online.**



If a message makes you feel uncomfortable you don't have to reply. Always tell a parent or guardian if you are worried about anything you see online or on your phone.



Do not say anything or publish pictures that might later cause you or someone else embarrassment. Be aware of what friends post about you, or reply to your posts, particularly about your personal details and activities.



You can't always believe what you see online, some of the information can actually be fake – this can include fake facts, images, videos and even people. If you haven't met someone in real life before you chat online be very careful as they may not be who they say.



UNIFORM & SAFEGUARDING

Summer Term



The warm weather recently has raised some questions around uniform with students, parents/carers and staff. As has already been communicated we have included tailored shorts in our summer uniform and the majority of student voice is happy with our current uniform and like the blazers as it gives them pockets to carry things. We may not all agree on the principle of having a school uniform but we do have safeguarding reasons for 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 26/27”](#) to ensure you are buying the correct items.

Your support with this is much appreciated.

RAISING AWARENESS

Summer Term

Contextual safeguarding update from City of York Safeguarding Team



As the hotter weather descends on us again, there has been an increase in activity that could potentially link to exploitation and anti-social behaviour around the Millennium Bridge area of the city.

As a school we have given a streamed assembly which includes keeping safe when out in the local community. Please continue to discuss with your children.

Fires

As you will have read in the Local Press, there has been an increase in fires being started by young people in parks, fields and other community areas.

This has put people and property at significant risk. We hope that Fulford students have not been involved in these situations and again we have covered this in our assembly.

As we have identified with the students, the long summer holiday can be a time when they can meet new people and can be influenced by peers. Please do discuss with your children.

OUTDOOR FIRE SAFETY

Respect the outdoors and remember these points
when you are out with your friends this summer:



Do not set deliberate fires!

They can put people's lives in danger,
put a strain on firefighters and ruin the local area.



If you're found to be responsible for a fire,
you will be arrested and get a criminal record.



Take your rubbish home or put it in a nearby bin.

Don't leave glass bottles lying on the ground.
Sunlight shining through glass can start a fire.



Call 999 if you see a fire – don't try and tackle
it yourself and leave the area as soon as possible.

**DON'T BE
BLAMED FOR
THE FLAMES**



RAISING AWARENESS

Summer Term

Substances

Seasonal Drugs and Alcohol – Similar to hotspot areas, we also see the drugs of choice change as we embark on the summer months. There also tends to be an increase in drinking alcohol amongst our young people. Change Grow Live have shared the below updates for trending drugs to be aware of.

Codeine is a prescription drug which can be bought from the social media platform Telegram. It is an opiate and there is a risk of overdose with this. It is recommend not taking codeine 3 days in a row due to it being highly addictive. Becca from Change Grow Live is giving harm reduction advice and offering training to staff on this.

Young people who are using Codeine are likely to become sleepy, do so to combat stress and there is a link to their exploitation.

Lean is crushed up codeine and THC liquid. This is put in a bottle, and it is red; unsure why or what makes it red. Young people are then drinking this. This has been seen in a big bottle which is around ¼ full. Lean is bigger in America, as they have codeine cough syrup and this is mixed with sweets and fizzy drinks. We don't have the cough syrup in the UK.

Huffing or Chroming is currently trending on social media platforms such as TikTok and involves inhaling a mixture of a vape and aerosol sprays.. There is limited cost, and it is a trend with easy to access materials. This can cause sudden death and recent news articles can be found where this has happened to young people.

Support



If you know a young person who needs support in this area, The Gate offers a range of support services primarily for young people up to the age of 25 around drugs and alcohol.

They also offer specialist support in a confidential and safe space for children and young people impacted by somebody else's substance use (sometimes referred to as 'hidden harm').

Online - You can use their [online referral form](#) to seek help and support if you're personally struggling with alcohol and drugs.

Telephone or email— You can make a referral by calling them on [01904 464 680](tel:01904464680) and selecting option 2. Alternatively, you can email them at TheGateYork@cgl.org.uk

<https://www.changegrowlive.org/service/york-the-gate>

KEEPING SAFE THIS HOLIDAY

Summer Term



SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

July 2026 | Secondary | What parents and carers need to know about: Water safety | 'Ship' accounts

Water Safety: Conversations that could save a life

As the weather gets warmer, many young people are drawn to rivers, lakes, reservoirs, canals and other outdoor swimming spots. Following several serious incidents involving young people entering cold water during last month's heatwave, it is important for parents and carers to understand the risks and have conversations with their children before the warm weather returns.

Why can open water be dangerous?

On a hot day, jumping into water can seem like a quick way to cool down. However, open water is very different from a swimming pool. Rivers, lakes, reservoirs and canals can remain surprisingly cold, even during periods of warm weather. Entering cold water suddenly can trigger 'cold water shock', causing an involuntary gasp, rapid breathing and panic. This can affect anyone, regardless of age or swimming ability. Even strong swimmers can quickly find themselves in difficulty.

Open water also contains risks that cannot always be seen from the surface. Hidden objects, sudden drops in depth, strong currents, slippery banks, weeds and poor visibility can all create dangerous situations. Water conditions can change quickly and what appears safe may not be safe at all.

Why are teenagers particularly at risk?

Many water-related incidents involving teenagers happen when young people are with friends rather than with parents or carers. Decisions are often made in the moment, influenced by peer pressure, a desire to cool down, boredom, dares, social media content or a belief that 'it will be fine'.

Research and water safety organisations have repeatedly highlighted that young people can underestimate the risks of open water and overestimate their swimming ability. Confidence in a swimming pool does not necessarily prepare someone for the challenges of cold, open water. For this reason, water safety is not simply about supervising children. It is about helping teenagers understand the risks and make safer decisions when adults are not there.

Conversations to have with your teenager

Rather than simply telling your child not to enter open water, try discussing situations they may realistically encounter.

You might ask:

- If your friends decided to jump into a lake or river on a hot day, what would you do?
- Do you know what cold water shock is?
- Would you feel confident saying "no" if everyone else wanted to get in?
- What would you do if one of your friends got into difficulty in the water?
- Do you know how to call for help in an emergency?

KEY SAFETY MESSAGES FOR YOUNG PEOPLE FROM THE

ROYAL LIFE SAVING SOCIETY

NEVER ENTER WATER ALONE

and never jump or dive into open water of an unknown depth.



Avoid swimming in rivers, reservoirs, quarries, canals or lakes that are not designated swimming areas



BE CAUTIOUS OF PEER PRESSURE AND DARES

If you unexpectedly enter cold water, try not to panic and focus on controlling your breathing.

CALL
FOR HELP

IF YOU GET INTO DIFFICULTY,
FLOAT ON YOUR BACK,
KEEP YOUR AIRWAY CLEAR
AND CALL FOR HELP.

Get more water safety tips at: [HTTPS://WWW.RLSS.ORG.UK](https://www.rlss.org.uk)

How parents and carers can help

While we cannot be with our teenagers all the time, we can equip them with knowledge and confidence to make safer choices.

Helpful steps include:

- talking regularly about water safety before periods of warm weather
- encouraging your child to swim only in supervised locations where lifeguards are present
- challenging the belief that being a strong swimmer removes risk
- discussing how peer pressure can influence decision-making
- helping your child think through what they would do if friends made unsafe choices around water.

If someone else is in trouble

Many tragedies occur when friends attempt to rescue one another.

Teach your child that if somebody is in difficulty in the water they should:

- call 999 immediately
- encourage the person to float on their back
- throw something that floats if available
- never enter the water themselves to attempt a rescue.

KEEPING SAFE THIS HOLIDAY

Summer Term

SPOTLIGHT ON SAFEGUARDING

'Ship' accounts: When online fun stops being fun

Many parents are familiar with social media trends, group chats and online challenges, but a growing number of schools are also reporting concerns about so-called 'ship' accounts.

The term '*ship*' comes from the word relationship. These social media accounts, often created by students, invite others to suggest or vote on which students should be paired together romantically. Some accounts also encourage comments about friendships, appearance, popularity or who someone should date.

While many young people see these accounts as harmless fun, they can quickly become upsetting for those involved and create real-world problems within friendship groups and school communities.

What are 'ship' accounts?

'Ship' accounts are typically found on platforms such as Instagram, TikTok and Snapchat. They are often anonymous or run by students, and may:

- pair students together romantically
- invite followers to suggest couples
- ask students to vote on who should date each other
- encourage comments about appearance or popularity
- post rumours about friendships or relationships
- share screenshots, photographs or personal information.

Some accounts may start as a joke between friends but can quickly attract large numbers of followers and comments.

Why can they be harmful?

Although some young people enjoy the attention or find the content amusing, 'ship' accounts often create situations where people lose control over how they are being discussed online.

Being publicly linked to someone can be embarrassing, particularly if the feelings are not mutual, if one or both young people are already in relationships or if they simply do not want their personal lives discussed publicly.

Students may feel pressured to respond to comments, explain friendships or defend themselves against rumours. What starts as a joke can quickly become a source of stress, anxiety or conflict.

'Ship' accounts can contribute to friendship breakdowns, arguments between peer groups, rumours and gossip, cyberbullying and online harassment

5 ways you can support your child to use social media in a positive way

Talk about people, not just platforms

Emphasise treating people kindly online instead of just focusing on apps and settings. Discuss the importance of empathy, privacy, and respect. Teaching children the impact of their words and actions is often more effective than merely outlining rules.



Encourage them to think before they engage

Encourage your child to pause before liking, sharing, commenting or posting online. Prompt them to consider, 'Would I be happy if this were about me?' This brief reflection can help them avoid engaging with potentially hurtful or embarrassing content.



Promote positive digital communities

Engage with the accounts, creators, and communities your child follows. Encourage them to explore online spaces that inspire, inform, or connect, rather than those that focus on gossip or negativity.



Help them understand consent and boundaries

Young people frequently share information online. It's important to remind your child that friendships, relationships, photos and personal details belong to the individuals involved. Just because something can be shared doesn't mean it should be.



Keep conversations regular and judgement-free

Children are more likely to share their online experiences when they feel heard rather than criticised. Regular discussions about social media enable parents to stay informed and address issues before they escalate.



Teenagers are still learning about boundaries, consent and respectful relationships. Being able to discuss someone else's personal life online without their permission can blur those boundaries and make unkind behaviour feel acceptable.

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.

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 summer break? If you like them, further calendars will be here:

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

Jump Back Up July 2025

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY						
1	Take a small step to help overcome a problem or worry	2	Adopt a growth mindset. Change "I can't" into "I can't...yet"	3	Be willing to ask for help when you need it	4	Find something to look forward to today	5	Get the basics right: eat well, exercise and go to bed on time	6	Pause, breathe and feel your feet firmly on the ground		
7	Shift your mood by doing something you really enjoy	8	Avoid saying "must" or "should" to yourself today	9	Put a problem in perspective by seeing the bigger picture	10	Reach out to someone you trust and share your feelings with them	11	Look for something positive in a difficult situation	12	Write your worries down and save them for a specific 'worry time'	13	Challenge negative thoughts. Find an alternative interpretation
14	Get outside and move to help clear your head	15	Set yourself an achievable goal and take the first step	16	Find fun ways to distract yourself from unhelpful thoughts	17	Use one of your strengths to overcome a challenge today	18	Let go of the small stuff and focus on the things that matter	19	If you can't change it, change the way you think about it	20	When things go wrong, pause and be kind to yourself
21	Identify what helped you get through a tough time in your life	22	Find 3 things you feel hopeful about and write them down	23	Remember that all feelings and situations pass in time	24	Choose to see something good about what has gone wrong	25	Notice when you are feeling judgmental and be kind instead	26	Catch yourself over-reacting and take a deep breath	27	Write down 3 things you're grateful for (even if today was hard)
28	Think about what you can learn from a recent problem	29	Be a realistic optimist. Focus on what could go right	30	Reach out to a friend, family member or colleague for support	31	Remember we all struggle at times - it's part of being human						

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.

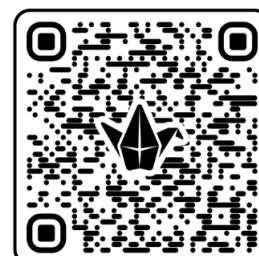
[NHS England](#) – A clear article with tips and guidance on what to do if you're a young person and you're struggling, including further links to other websites and support.

[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



Fulford School - Parent/Carer Padlet

Welcome to the Fulford School Parent/Carer Padlet. This has been created to help parents and carers..



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](#)

[YLY Online Safety Hub](#)

[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](#) - now runs out of six food distribution points across the city

[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.

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



Miss Eden
Assistant Headteacher



Ms Mehta
SENCO



Ms Stuart
Post 16
Learning & Wellbeing



Ms Fewster
Post 16
Learning & Wellbeing