



# SAFEGUARDING NEWSLETTER

Summer 2026- Issue 1

## Latest advice for parents and carers

Welcome to our Safeguarding Newsletter. Our aim is to bring you all the latest, relevant help and advice on issues that we feel will be of importance to you. This issue contains information and support for families in financial difficulties, information on Sexism and misogyny, Domestic Violence against Men, Online safety tips, Information from the Family Hub, parenting tips, local support groups and workshops.

### Helping Hands

The Helping Hand team is available to help individuals or families in need, those on low incomes and those who are experiencing a financial emergency or crisis.

Let them know if:

- you are struggling to afford food
- you cannot keep on top of your bills
- you are in debt
- you are struggling to pay for essential goods in your home

Whether you get in contact by phone or our online form, we will ask a few questions about your situation so we can offer the best support or advice.

You can request support from the Helping Hand team by:

completing the [online form](https://account.buckscc.gov.uk/service/Helping_hand)— [https://account.buckscc.gov.uk/service/Helping\\_hand](https://account.buckscc.gov.uk/service/Helping_hand)

calling [01296 531 151](tel:01296531151)

Our phone lines are open:

- Monday to Thursday (9am to 5:30pm)
- Friday (9am to 5pm)

We are closed on bank holidays.





## Sexism and Misogyny

### Helping our children navigate sexism and misogyny

In recent years, schools across the UK have seen a rise in children repeating sexist language, stereotypes and harmful attitudes, sometimes without fully understanding what they mean. These ideas don't appear out of nowhere. Many children are encountering them online, often through platforms and personalities that can seem harmless at first glance.

### Where are children hearing these messages?

Children of primary school age are increasingly exposed to content through:

- **YouTube** - Videos, 'shorts' and gaming content can sometimes include sexist jokes, stereotypes or influencers promoting harmful views about girls and women.
- **TikTok** - Short, fast-moving clips can expose children to trends or influencers who normalise disrespectful attitudes.
- **Snapchat** - Private sharing and stories can spread unmoderated content between peers.
- **Roblox and Fortnite** - Chat functions and user-generated content can sometimes include inappropriate language or ideas. The games available on Roblox can often encourage harmful attitudes.
- **WhatsApp groups** - Even younger children may be part of group chats where videos, memes or comments are shared without adult oversight.

### How might this show up at home or in school?

These influences can appear as:

- Boys and girls repeating phrases they've heard online without understanding the meaning.
- Comments that suggest girls are 'less than' boys or should behave in certain ways.
- Exclusion or teasing based on gender.
- Increased use of disrespectful or sexualised language to other children and staff.

Often, children are not intending to harm - they are experimenting with language and ideas they've picked up elsewhere. However, it is important we address this early so it does not become normalised.

### How to talk to your child about sexism and misogyny

These conversations don't need to be formal or difficult; the most effective approach is calm, open and ongoing.

#### Start with curiosity

- "I heard some children are using certain words online - have you come across anything such as that?"

#### Keep it age-appropriate

- Explain that sexism means treating someone unfairly because they are a boy or a girl
- Emphasise kindness, fairness, and respect

#### Challenge ideas, not the child

- If they repeat something inappropriate, respond with:
  - "That idea isn't fair - why do you think someone might say that?"

### What can parents do?

Small, consistent steps can make a big difference.



# Understanding Roblox

## Understanding Roblox: What parents need to know

Many children talk about 'playing Roblox' as if it were a single game - but it's important to understand that Roblox is actually a platform where users create and upload their own games.

This means that when children are on Roblox, they are not just playing one controlled experience, they can move between millions of different games, created by people from around the world.

## Why does this matter?

Because Roblox is user-generated, the quality and safety of content can vary widely. While some games are creative and age-appropriate, others may include:

- **Inappropriate language or themes** not suitable for younger children
- **Unmoderated chat features**, where children can communicate with strangers
- **User-created games with hidden content**, which may not be obvious at first
- **In-game purchases and pressure to spend money** (using Robux)
- **Attempts to move conversations to other platforms** (a common online safety risk).

Even when Roblox removes inappropriate content, new games are constantly being uploaded, which makes it difficult to filter.

## CONVERSATION STARTERS FOR PARENTS

Starting the conversation is often the hardest part - these simple questions can help:



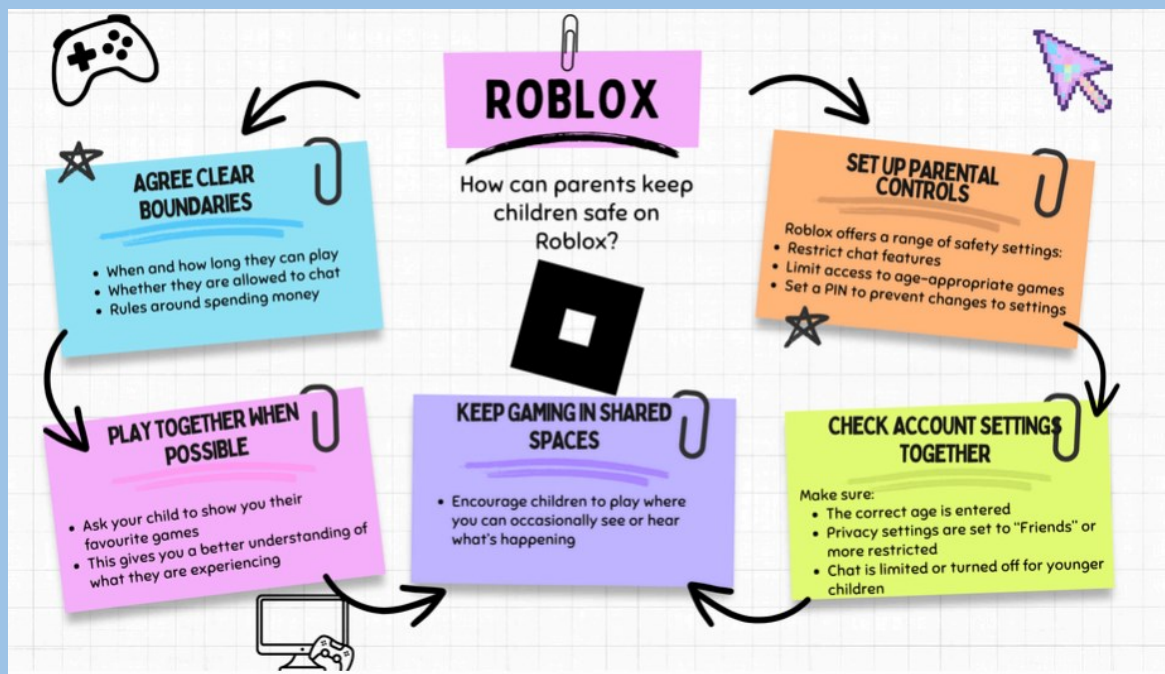
“What do you like most about Roblox?”

“Can you show me your favourite game?”

“Do you ever chat with people while you're playing?”

“Do you know how to report or block someone?”

These questions help children feel safe sharing, rather than feeling they are being checked up on.



# 10 Top Tips for Parents and Educators

## HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

### 1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance - you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

### 2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

### 3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

### 4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

### 5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem - such as a scam or inappropriate content - they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

### 6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

### 7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

### 8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable - and what isn't.

### 9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

### 10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

### Meet Our Expert

Catrina Lovell is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of NeuroTeaches and the author of "The Other 28 - How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".





#WakeUpWednesday

The National College

# Road Safety

The Road Safety team and Child Seat Safety Limited will be conducting FREE child seat safety checks.

 Smyth's, Broadfields Retail Park, Aylesbury  
 Tuesday 02 June, 10am to 3pm

Why not go along and get your car seat checked!

## Child Car Seat Check Event

**Tuesday  
2 June 2026  
10am - 3pm**

**Smyths,  
Broadfields  
Retail Park,  
Bicester Road,  
Aylesbury HP19 8BU**

*Pop along for FREE advice  
and an independent check!*




**Child Seat Safety Ltd**

We all experience bumps in the road during our parenting journeys!

Did you know, we offer free parenting programmes which give parents and carers opportunities to access a variety of tools, strategies and peer support, that can help improve family life.

Whether you have a toddler or teen, we can support you!

For more information or to register your interest, click the link below 

<https://familyinfo.buckinghamshire.gov.uk/.../free.../>

or call BFIS on 01296 383293


If you're interested in a parenting programme but anxious about registering, drop-in to a Hub site and chat to a member of the team to find out more.

# Family Hub Network

**Free Parenting Programmes**

Our parenting programmes will help you develop new and existing parenting skills, offer advice and build your confidence as a parent.

Proud to be part of  
**Family Hub Network**  
Buckinghamshire

  
Scan me

**LITTLE TALKERS**  
18 months to 3 years old

- Focuses on children's speech, language and communication skills and how parents can promote them
- Designed by Buckinghamshire Speech and Language Therapy

**PARENT PUZZLE**  
1 to 6 years old

- Understand challenges and how to address them
- How to support your child's growth for calmer parenting

**TALKING TEENS**  
11 to 18 years old

- Focuses on relationships within the family, communication, negotiating, decision-making and strategies to reduce conflict
- Learn more about teenagers and their needs

**THE NURTURING PROGRAMME**  
7 to 11 years old

- Help deal with the challenges that come with parenting
- Think about what we do, why we do it and how it makes us feel

**BALANCEABILITY**  
2.5 to 5 years old

- Accredited learn to cycle programme
- Develops confidence, spatial awareness, dynamic balance, and how to ride without stabilisers

**KEEPING YOUR CHILD IN MIND**  
All ages

- Work together in ways that support growing children and a calmer family life
- Explore the conflict between parents/carers both in a current or previous relationship

01296 383293  
familyinfo@buckinghamshire.gov.uk



## Hanni and the Magic Window

Written for children aged 3 and up, this rhyming story is about speaking out and getting help.

An online safety story without any technology!

Hanni's home has a very special magic window. But when Hanni sees something that upsets her, she struggles to explain what has happened.

Can she find the words to get the help she needs?

This story can be viewed as an ebook or is available to download in English and Welsh.

<https://www.childnet.com/resources/hanni-and-the-magic-window/>



### USEFUL ONLINE SAFETY WEBSITE

Internet Matters – Contains a wide range of online safety advice for parents to keep their children safe on-line.

<https://www.internetmatters.org/>

### ARE YOUR CONTACT DETAILS UP TO DATE?

It is vitally important that if you change your home phone / email / mobile number, that you immediately let the school know, so that we have the most up to date contact details.

Thank you.

### EAL Resources for Online Safety

Please see below for useful websites to support your children, together with a link for leaflets in other languages that will assist you in keeping your children safe on-line.

**Parents: Supporting Young People Online (Childnet)**

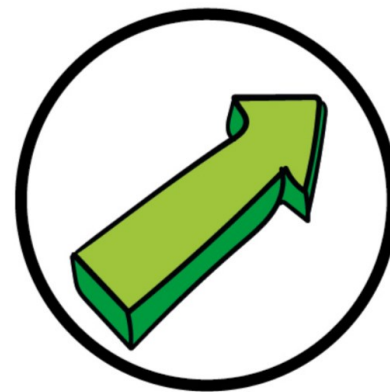
<https://www.childnet.com/ufiles/SupportingYoungPeople-Online.pdf>

Leaflets available in other languages here <https://www.childnet.com/resources/supportingyoung-people-online>

- Arabic
- Bengali
- English
- Farsi
- French
- Hindi
- Punjabi
- Somali
- Spanish
- Turkish
- Urdu
- Vietnamese

# Family Hub Network

## Getting Ready for Year 1



## Moving up

- Online
- Mon 08-Jun-2026
- (Weeks) 5
- (Sessions) Morning
- (Course Time:) 09:30 - 11:30

### What will I learn?

This course is being delivered by the Family Learning team. It is a FREE course which will give you practical ideas to improve your child's well-being moving from Reception into Year 1. Through child-friendly activities, you will explore ways to build your child's confidence and enhance their independence. You will also look at the differences between Reception and Year 1, and how to support your child to learn.

### Is this course for me?

This course is for parents and carers with a child in Reception, who would like to support their child with the move between Reception and Year 1.

### What do I need to bring?

No special equipment is required; the tutor may ask you to use everyday house hold items for some activities.

### How will I know that my skills have improved?

At the start, you will decide (with help from your tutor) what you want to get out of the course. You will have the opportunity to review your progress and at the end of the course you will have the chance to reflect on what you have learnt and how your skills have improved.

Course Code: FMGC022-2526-3ON-C

<https://adultlearningbc.ac.uk/courses/getting-ready-for-y1-fmgc02225263onc/>



## Raising Awareness of Male Domestic Violence—Mankind

When we often hear or talk about the effect of violence in the home on children, it is often assumed that we are meaning homes where the male in the home is violent towards the female. Yet the reality is that men too can be affected by domestic violence, and in general are far less likely to come forward for help. The Mankind initiative is a UK organisation, seeking to raise awareness of Female-to-male domestic violence to help more men get out of abuse relationships.

- ⇒ One in six men will be a victim of domestic abuse in their lifetime
- ⇒ Domestic Violence and Domestic Abuse are not just about physical abuse – it also includes emotional and psychological, coercive control and isolating people

Most men do not believe or feel they are a victim until sometimes after they no longer have control of their life and have become isolated. Men also need to remember that they are not to blame and that they are not weak or alone. There is help available and you (and your children) can escape.

Please see link [mankind.org.uk](http://mankind.org.uk)



## Grooming—Victim Support

### Understanding Grooming

Like bullying, grooming has become a part of our society over the years. In the past this occurred face-to-face, through the manipulation of underaged individuals by persons older than them. This occurred mainly in schools, religious institutions and within the family. Over the past three decades of the internet, online relationships between individuals have become normalized. Young people and increasingly children, get to know people they've never met through video games, Instagram and snapchat. But this has gone hand in hand with an increase in child-grooming using these devices. The rise of face changer apps, voice changer apps and loopholes in sectors like the dating app market have made it easier than ever before to groom children. At Victim Support, they've put together a page which focuses on this issue. On it you'll find a guide to what grooming is, and how young people can help themselves be aware of the issue.

Please follow the link: <https://www.victimsupport.org.uk/you-co/typescrime/sex-crimes/grooming/>



## Swimming

Being able to swim is a key safety life skill which all children should learn. As we edge closer to holiday season, it is vital your child knows how to keep themselves safe in the water. Stoke Mandeville Stadium have two great offers coming up!



**MORE LEISURE**

**BIG Splash WEEKEND**  
13<sup>th</sup> - 14<sup>th</sup> June

Head to our website for more information.

  
**Stoke Mandeville Stadium**  
Guttman Road, Aylesbury, Buckinghamshire HP21 9PP Tel: **01296 484848**



[stokemandevillestadium.co.uk](http://stokemandevillestadium.co.uk)



**MORE for every body**



**MORE LEISURE**

Sign up to swimming lessons today and *pay nothing* till July 1st!

We have lessons for children from the age of 2 years.

Contact Laura - [laura.sinclair1@serco.com](mailto:laura.sinclair1@serco.com) to get booked in today!

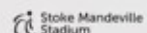
**BOOK NOW**

Speak to a member of our team, or head to our website, for more information.

**Stoke Mandeville Stadium**  
Guttman Road, Aylesbury, Buckinghamshire HP21 9PP Tel: **01296 484848**



[stokemandevillestadium.co.uk](http://stokemandevillestadium.co.uk)



**MORE for every body**



We know that for lots of families your circumstances may have changed recently, so if you feel your child may now be eligible for Pupil Premium, please complete the form and return it to the school office. If you are not sure, complete it anyway and we can run it through the Bucks System.



## Free School Meals & Pupil Premium


Research shows that better food in schools is improving what children eat during the school day, and there's evidence of a clear link between what children eat at lunchtime in school, where they eat it and how they focus with their teachers in the afternoon.

All children in reception, year 1 and year 2 in state-funded schools in England are eligible for Universal Infant Free School Meals. This includes infant pupils in maintained infant and primary schools, free schools, academies, special schools and pupil referral units.

Free School Meals are also available to pupils in years 3 and above whose parents receive certain benefits and register using this application form. Please return this form to your child's school if you think you qualify for Free School Meals.



**Pupil Premium - completing this form could also raise money for your child's school...**



The Pupil Premium is a Government scheme that provides funding to schools of £985 - £1,385 per pupil whose parents receive one of the qualifying benefits listed on this application form.

The school can use this money to raise the attainment of disadvantaged pupils and close the gap between them and their peers

**Q. How can I apply?**  
A. Simply complete this application form and return it to your child's school

**Q. Why should I apply?**  
A. You and your school could benefit from Pupil Premium funding worth £985 - £1385 per pupil. As well as this, if your child is in year 3 or above this form is also used to apply for Free School Meals and could save you hundreds of pounds a year.

**Q. My child is in Reception, year 1 or year 2 and automatically receives Universal Infant Free School Meals, do I still need to complete this form?**  
A. Yes! Pupil Premium is only paid to a school if the parent registers using this form and is receiving one of the qualifying benefits listed. Even though your child automatically receives free meals at school completing this application form may entitle your school to Pupil Premium funding.

To register for free school meals, including Pupil Premium, please complete this application form and return it to your child's school as soon as possible to avoid delay.



## Buckinghamshire Council

## 2022/23

### FREE SCHOOL MEAL & PUPIL PREMIUM APPLICATION FORM

CHILDREN WHOSE PARENTS/CARERS RECEIVE ONE OF THE FOLLOWING BENEFITS ARE ENTITLED TO FREE SCHOOL MEALS AND WILL GENERATE PUPIL PREMIUM FOR THEIR SCHOOL:

- ✓ **Income Support (IS)**
- ✓ **Income-based (not contribution-based) Job Seeker's Allowance (IBJSA)**
- ✓ The guaranteed element of the **State Pension Credit**.
- ✓ **Income-related employment and support allowance**
- ✓ **Support under Part VI of the Immigration and Asylum Act 1999**
- ✓ **Universal Credit** with an annual net earned income of no more than £7,400
- ✓ **Child Tax Credit** (with no Working Tax Credit) with an annual income of no more than £16,190
- ✓ Where they are entitled to Child Tax Credit and also Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free school meals.

Children who receive IS or IBJSA in their own right are also entitled to receive free school meals.

Administration for the provision of free school meals is undertaken by Buckinghamshire Council for those pupils attending an education establishment within Buckinghamshire. This form should be completed and returned to your child's school.

#### 1. DETAILS OF PARENT/CARER WITH QUALIFYING BENEFIT – COMPLETE IN BLOCK LETTERS

SURNAME/FAMILY NAME as it appears on your benefit letter:

FORENAME:  TITLE:  DATE OF BIRTH:  dd/mm/yyyy

NATIONAL INSURANCE NUMBER

OR

NATIONAL ASYLUM SEEKER NUMBER

ADDRESS

POST CODE

DAYTIME TEL. NO(s)

#### 2. DETAILS OF THE CHILD/CHILDREN

Surname/Family Name	Forename	Date of Birth	Name of School

#### 3. DECLARATION

I declare that the information given on this form is true and complete and I undertake to inform the school if my entitlement to one of the qualifying benefits is terminated. I understand that the results of any free school meal eligibility check may also be used to assess my entitlement to other support/benefits, including free travel to school. *The remainder of this declaration does not apply to pupils in Reception, Year 1 or Year 2* - I agree that you will use the information I have provided to process my claim for free school meals and will contact other sources as allowed by law to verify my initial, and ongoing, entitlement to free school meals. I understand that I may be liable for any costs incurred in providing free school meals for my child(ren), should I fail to inform the school of the termination of my benefit.

I have read and I understand the above declaration.

SIGNATURE \_\_\_\_\_ (Parent/Guardian) DATE \_\_\_\_\_