



# SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

Primary | February 2026

## Children's Mental Health Week

This year's **Children's Mental Health Week** is 9-15<sup>th</sup> February, the theme is 'This Is My Place'.

For young children, feeling that they belong is not just about happiness - it is about feeling safe, protected and valued. When children know they have trusted adults, predictable routines and spaces where they feel listened to, it supports their mental health and helps keep them safe. A strong sense of belonging helps children feel confident to speak up, ask for help and share worries before they become overwhelming. Children who feel secure in their relationships at home and school are better able to manage emotions, build healthy friendships and cope with challenges. Feeling included and accepted also reduces vulnerability, as children are more likely to seek support if something does not feel right.

## Support for children and families

If you ever have concerns about your child's emotional wellbeing or need advice or support, the following organisations offer trusted guidance for parents and children:

### Place2Be

- Provides mental health support in schools and practical advice for parents on children's emotional wellbeing.

### YoungMinds

- Offers a dedicated Parents' Helpline, resources on children's mental health and guidance on supporting children through worries, anxiety and big emotions.

### NSPCC

- Provides advice and support around safeguarding, keeping children safe and what to do if you're worried about a child.

### Anna Freud Centre

- Shares evidence-based resources to help parents understand and support children's mental and emotional development.

### Childline

- A free, confidential service for children and young people who need someone to talk to. It can be reassuring for children to know support is available beyond home and school.

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## HOW PARENTS/CARERS CAN SUPPORT THEIR CHILD'S

### sense of belonging

01

#### MAKE TIME TO LISTEN

Regularly check in with your child and listen without judgement. Let them know their feelings matter and that they can talk to you about anything, big or small.

02

#### TALK ABOUT TRUSTED ADULTS

Help your child identify the adults they can go to if they are worried - at home, at school, and in the wider community.

03

#### CREATE PREDICTABLE ROUTINES

Consistent routines help children feel secure and understand what to expect, especially during busy or stressful times.

04

#### ENCOURAGE HEALTHY FRIENDSHIPS

Talk about kindness, respect, and what safe friendships look like. Support your child if they are finding friendships tricky.

05

#### NOTICE CHANGES

Changes in behaviour, mood, sleep or school attitudes can be signs a child is struggling. Trust your instincts and seek support early.



**If you are worried about your child, it's always best to seek support early. You can also speak directly to school staff if you have concerns - working together helps ensure children feel safe, supported and secure.**

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## Safer Internet Day: Smart Tech, Safe Choices

This year's Safer Internet Day is 10<sup>th</sup> February and the theme is 'Smart Tech, Safe Choices – Exploring the safe and responsible use of AI.' As technology becomes an everyday part of children's lives, it is important that we help them use it safely, responsibly and with confidence.

Many primary-age children already interact with technology that uses artificial intelligence (AI), such as voice assistants, games, learning apps and online content recommendations. These tools can support learning, creativity and curiosity when used appropriately and with adult guidance.

However, while AI can be helpful and engaging, it also presents risks that young children may not recognise. AI tools can sometimes provide inaccurate information, expose children to unsuitable content, or encourage them to trust what they see and hear too easily. Some platforms collect personal data, blur the line between what is real and computer-generated or present content in ways that feel friendly but are not designed with children's safety in mind. Without clear guidance, children may struggle to judge what is safe, making adult supervision and open conversations essential.

From a safeguarding perspective, supporting children to make safe choices online is just as important as keeping them safe offline. When children feel informed, supervised, and able to talk openly about their online experiences, they are more likely to speak up if something worries them. Helping children understand boundaries, protect personal information and know where to seek help builds confidence and reduces vulnerability.

The infographic features a central orange box with the title "How parents/carers can support safe and responsible technology use" and an AI atom icon. Surrounding it are six white boxes with orange borders, each containing a tip. The background is a vibrant orange with abstract shapes, stars, and icons like a Wi-Fi symbol, a computer monitor, and a robot.

**How parents/carers can support safe and responsible technology use**

- Talk openly about technology and AI**  
Use age-appropriate language to explain that some online tools are run by computers, not people and they can sometimes make mistakes.
- Encourage questions and curiosity**  
Reassure your child that they can ask if something online feels confusing, upsetting or unclear.
- Reinforce safety messages**  
Remind children never to share personal information, passwords or photos and to tell a trusted adult if something online worries them.
- Stay involved and supervise**  
Know what your child is watching, playing or using. Sharing activities online helps guide safe choices.
- Set clear boundaries**  
Agree screen-time limits, appropriate apps or games and where devices can be used. Consistent routines help children feel secure.

If you have any concerns about your child's online experiences, please speak to a member of school staff. Working together helps ensure children feel safe, supported and confident to make smart choices online.