

# MUTC SAFEGUARDING & ATTENDANCE NEWSLETTER

**WELCOME!** By Ms Hoque  
 Safeguarding Officer

Hi everyone! My name is Ms Hoque (if you don't already know me) and I am the safeguarding officer here at MUTC. Welcome to this half term's newsletter! Inside, you'll find updates on our anti-racism assemblies. Plus safeguarding lingo, safety tips, and of course our Safeguarding Showdown. I started working here at MUTC in 2022 as an attendance officer (which often overlaps with safeguarding) and began my role as a safeguarding officer in 2024. I've learnt so much in this role and my key takeaway would be to be mindful of what others may be going through and to always be kind!



## KNOW THE LINGO: "DISCLOSURE"

A disclosure is when a young person shares something that is worrying them or making them feel unsafe. This might be said clearly or hinted at through changes in behaviour. Guidance from the Department for Education says all disclosures must be taken seriously. The key is to listen, stay calm, avoid asking leading questions, and not promise to keep secrets—explain you may need to share it to help keep them safe.

At home, please listen, reassure your child, and seek support if needed. In school, staff listen carefully, record concerns, and pass them to safeguarding leads.

We value student voice and encourage speaking to trusted adults. Where safe, we inform home to best protect the child.

If 18, we respect their wishes as an adult.



## ATTENDANCE MATTERS!

### Getting to school really matters. Did you know...

**If your attendance during the school year was...**

- was 95%
- was 90%
- was 85%
- was 80%
- was 75%

**You would have lost approximately...**

- 9 days from school
- 18 days from school
- 26 days from school
- 35 days from school
- 44 days from school

**or you would have missed approximately...**

- 45 lessons
- 90 lessons
- 130 lessons
- 180 lessons
- 220 lessons

School attendance continues to be a national concern. Recent government figures show children are attending school about 91% of the time. This means many pupils are still missing a significant amount of school.

Although things have improved since the pandemic, absence is still higher than before. Around 1 in 5 children are now classed as "persistently absent," meaning they miss a day or more of school every two weeks.

There are also increasing concerns about some pupils missing large amounts of school altogether.

The message is clear: being in school every day really matters for learning, friendships, and wellbeing. Working together, schools and families can help every child attend regularly and succeed.

# UNDERSTANDING CHILDREN'S SOCIAL CARE & EARLY HELP

A referral to Children's Social Care does not mean a parent/carer has done anything wrong. Often, it is about getting the right support at the right time.

In many cases, schools work with services like Early Help, which support families with everyday challenges. This can include building positive relationships with teenagers, improving school attendance and punctuality, or getting advice around SEND needs.

Sometimes, families feel they have tried everything and need extra support beyond what school can provide. Early Help offers a key worker who can guide and support families, helping them access the right services locally.

The aim is always to work with families, not against them—providing support, not judgement.



## HEALTH & WELBEING CORNER

Looking after mental health is just as important as physical health—especially for young people. Small daily steps can make a big difference. Encourage open conversations: ask how your child is feeling and listen without judgement.

Healthy routines help too—regular sleep, balanced meals, exercise, and downtime all support wellbeing. For students, taking breaks from screens, practising mindfulness, or doing hobbies can reduce stress.

Remember, it's okay to ask for help. Schools have staff and services to support mental health, and parents can reach out to local support services. Checking in regularly, staying connected, and knowing where to get help keeps everyone feeling supported.

## SAFEGUARDING ASSEMBLIES THIS TERM: MARKING INTERNATIONAL ANTI-RACISM DAY



This March, we observed the International Day for the Elimination of Racial Discrimination, which commemorates the 1960 Sharpeville Massacre in South Africa and highlights the ongoing fight against racism worldwide.

At our school, this important day was marked with assemblies delivered by our Heads of Year, focusing on respect, equality, and inclusion. Students explored what racism looks like today and how they can challenge it in their communities.

We continue to celebrate diversity, listen to student voices, and promote a culture where everyone feels valued and safe. Understanding history helps us take action for a fairer, more inclusive future.

## SAFEGUARDING SHOWDOWN!

In the Mulberry UTC bullying S.A.F.E.T.Y process, what does the first stage – “S” – stand for?

- A) Support: Offering help to someone who is being bullied
- B) Signal: Notifying a teacher about the issue
- C) Safety: Ensuring the student is moved to a safe space
- D) Statement: Taking a private statement from the victim

What would your answer be?

The correct answer will be revealed in the next edition!

Last edition's answer:

In the context of safeguarding, which of the following best describes "protected characteristics" under the Equality Act 2010?

- B) Aspects of a person's identity that are legally protected from discrimination (e.g., race, age, disability, religion, sex, sexual orientation)

