



Thursday 7th March 2024

LETTER FROM THE HEADTEACHER

Dear Parents and Carers,

Cedar Class Trip to RAF Museum

Cedar Class had a very enjoyable day at the RAF Museum on Tuesday. Mrs Hudson said the children made her very proud in terms of their behaviour and knowledge about the history of flight.



RED NOSE DAY

Red Nose Day is on 15th March 2024. Children can wear red clothing to school on this day. Don't forget that red noses are on sale each morning at a cost of £2. Get your nose before they sell out!

PARENTS EVENING

Parents consultations will be held on 18th March 2024. School will finish early on this day at 1:30pm and clubs will not run. If you have not done so already, please book your parents consultation slot via the Horizons app. You will need to individually book a meeting for each of your children that attend our school.

WALKING HOME ALONE

Just a polite reminder that pupils that attend our after school clubs and walk home alone afterwards will not be released from school at the usual time of 3.15pm unless a parent or carer has told us they will not be attending their club. If your child changes their mind about attending, we will call you to confirm you give permission for them to leave school at the usual time of 3.15pm.

I look forward to updating you next week with photos from World Book Day.

Yours Sincerely,

Mrs A Wilson
Headteacher



STARS OF THE WEEK

Each class awards two stars of the week to children who have worked hard in their lessons, overcome a barrier to learning, met a target or produced a fantastic piece of work.



This week's Stars of the Week: Paige Bryant and Ivy-Rose Brown (Year 1), Hannah Hawkes and Samuel-Osehojie Esemun-Agbidi (Year 2), Mia Longland and Bahara Golzari (Year 3), Vincent Kestenis-Dack and Dottie-Jean Reddington (Year 4), Bethel Adams and Bobby Aldous (Year 5) and Cai'ron Samuel and Max Sutton (Year 6).

STUDENT OF THE WEEK AND HOT CHOCOLATE FRIDAY

Each week the staff in each class choose a child who has gone over and above and behaved impeccably. These children get a certificate and can sit on a chair for assembly that week. The children then join me for hot chocolate on the Friday afternoon.



This week's Students of the week: Eshaal Khan (Year 2), Blue Andrews-Theobald (Year 3), Millie Wynn (Year 4), Riley Blackham (Year 5) and Amelia Kestenis-Dack (Year 6).

HOUSE POINTS

This week's winning house with 2685 house points is... **Knole!**

LET'S TEAM



ONLINE GUIDANCE

Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.

2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



#WakeUpWednesday

The National College

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