

Our value this month is:

## Aspiration



## Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via **Pastoral ClassDojo**.

## Dates for your diary

- 29<sup>th</sup> Sept- National Poetry Day
- 6<sup>th</sup> Oct- Black History Month
- 13<sup>th</sup> Oct- Firework Safety
- 20<sup>th</sup> Oct- Diwali



Catch that **sneeze**, don't let it roam,

Use your elbow, keep germs at home!

**Yawn, cough or sneeze?**

Don't let them fly,

Trap those germs, wave them goodbye!



## This Week's Highlights

In **Nursery** we have listened to the story and song "Pete the cat – I love my white shoes" The children worked in a group to sort different coloured objects. The children are becoming more familiar with routines, and we have started to spend time in our small groups to complete activities. We have used our "listening ears" to listen to sounds all around us.

In **Reception**, we have been continuing with our phonics and have learnt the sounds, 'm', 'a', 's', 'd' and 't'. Please continue to practise these at home. In maths, the children have been sorting, grouping and organising amounts of objects. We have also been thinking about our families and why they are important to us. We have been learning a song too called 'We are a family' by Jack Hartmann.

In **Year 1** we have been making our wanted posters for The Big Bad Wolf in English and we have been finding 1 more or 1 less than a given number in Maths. We have been practicing our jumping and learning how to land safely in PE and finding out why some items are made out of particular materials because of their properties.

In **Year 2** we have made a start on our Art sculptures using recycled materials to create the wings of our flying models. We had lots of fun selecting materials and using these to create symmetrical effects. In Geography we sang a very catchy tune to help us remember the names of the seven continents of the world.

In **Year 3**, we have enjoyed finding out all about the different types of stone ages houses. The children are very grateful for the house that we live in and their home comforts. In maths we have continued to work on place value and have been looking at ways to partition 3-digit numbers.

In **Year 4**, we have been using our partitioning skills to find 1, 10, 100 and 1000 more/less than given 4-digit numbers. In art we have been making great progress with our sketching skills and in PE we have enjoyed exploring lots of different balances, working with our partners to support each other and challenge ourselves to develop our gymnastic and teamwork skills!

In **Year 5** we have enjoyed exploring air resistance in Science and have made our own parachutes in preparation for our experiment next week! In Maths, we have been working really hard on consolidating our learning with rounding up to 10,000

In **Year 6**, we have been learning about fossils and how palaeontologists learn about the past through them. We've started learning how to sign a new song in our sign language sessions. We've also been learning how Britain was affected during World War 2. They are just a few of the many things we've been doing. Another busy week in Year 6.



## This Week's Value Stars!!



<b>Nursery:</b> Ellis, Nasem, Sarah & Elysia	<b>Reception:</b> Lottie-Mae, Eliza, Joey, Finnley
<b>Year 1:</b> Leo, Darcie, Jason B, Zofia S	<b>Year 4:</b> Isaac L, Riley T, Keon A, Charlie-Sophia E
<b>Year 2:</b> Mya HW, Grace PK, Harley, Ollie	<b>Year 5:</b> Zaid, Kylan, Imogen L, Isaac W-A
<b>Year 3:</b> Adam, Jasmine, Lilah, Logan W	<b>Year 6:</b> Ethan B, Scarlett L, Shay R, Lorna B

## Weekly Winners

The top Reading Pupil readers this week are:

### Leaderboard

Top Classes - Total Avg. Reading Lessons (SR)

1. Y3NO (25/26)	7.3
2. Y5EK (25/26)	7.0
3. Y5GW (25/26)	6.6

The Times Tables Rockstars winners are:



Rank	Name	Rockname	Initial Studio Speed	Current Studio Speed
1	Matthew	Max Blackpoolr...	1.02	0.62
2	Isaac	Jason Kotzen	6.19	0.77
3	Lincoln	Chadwick McCann	23.08	0.86
4	Kimberley	Christy Turner	4.96	0.88

## Attendance

**School Target:**  
96%

**RKL 98%** RMC 92.14%

**KS1 –**  
Y1PT 96.21% Y1LA 96.55%  
Y2TE 96% Y2LB 97.42%

**LKS2 –**  
Y3MC 90.69% **Y3NO 98.28%**  
Y4EH 97.33% Y4MM 96%

**UKS2 –**  
Y5EK 92% Y5GW 96.33%  
Y6JM 98.21% **Y6KK 98.28%**

(This week's winners are highlighted in yellow)



## This Week's Learning at Home

Word of the Week:

**Nursery** – listen

**Reception** – family

**Year 1** – property

**Year 2** – symmetrical

**Year 3** – distinctive

**Year 4** – astrologers

**Year 5** – endorphins

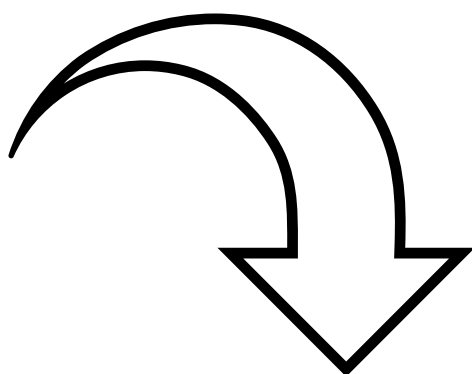
**Year 6** – palaeontologist

Youth violence impacts 1 in 4 children and young people in the UK, yet many parents and educators feel unsure how to respond. This guide breaks down the causes, risks and warning signs of violent behaviour in young people, helping adults feel more confident in supporting those at risk.

Drawing on expert insights from the Ben Kinsella Trust, it explores why some young people may carry weapons, how violence is influenced by online content, and what time and locations pose the greatest risk. It also highlights the importance of early intervention, emotional support, and honest conversations.

#### Sources:

- [Children, Violence and Vulnerability 2024 | Youth Endowment Fund](#)
- [The Ben Kinsella Trust | Knife Crime Prevention Charity](#)
- [Helping-our-children-stay-safe-a-guide-to-knife-crime-and-safety-for-parent-and-carers.pdf](#)
- [YEF KeyFactsAboutViolence 6.pdf](#)
- [Temporal and geographic patterns of stab injuries in young people: a retrospective cohort study fro...](#)
- [The-Ben-Kinsella-Trust-Keeping-Young-People-Safe-Snapshot-Report-2024.pdf](#)
- [Ben Kinsella Trust Exhibition Report](#)
- [Problem solving violent crime: A guide for analysts](#)
- [Fearless: Anonymous Reporting for a Safer Community | Crimestoppers](#)
- [Independent UK charity taking crime information anonymously | Crimestoppers](#)



# What Parents & Educators Need to Know about YOUTH VIOLENCE

## UNDERSTANDING YOUTH VIOLENCE

Youth violence affects one in four children in the UK, but it doesn't have to. When parents, carers, and educators understand the risks, they're better placed to support young people. The right support, mentoring, therapy, and guidance can help young people affected by violence to feel safe, manage conflict, and make positive choices.

### WHY DO YOUNG PEOPLE COMMIT SERIOUS VIOLENCE?

A recent study surveyed over 10,000 young people affected by violence, asking why serious violence occurs among their peers, such as an assault involving a weapon or sexual violence. The most common reasons given were due to a personal characteristic of the victim e.g., race, religion, sexuality, gender, a gang or school rivalry, and being provoked. While not all young people face these issues, many lack the emotional regulation skills needed to manage provocation.

### WHAT ARE SIGNS A YOUNG PERSON IS AT RISK?

Children and young people often express that something is wrong through behaviour rather than words. Be alert to signs such as sudden mood changes, secrecy around friendships, excessive phone use, unfamiliar slang, unexplained injuries, fear of school, aggression, going missing, or substance use. They may also be associating with older peers. These behaviours can indicate underlying issues that can lead to violence.

### ONLINE INFLUENCES

Social media plays a powerful role in normalising and escalating violence. Platforms like TikTok and Snapchat can expose young people to harmful content, often shaped by algorithms. Many see violent material that distorts reality, leading to fear and desensitisation. A recent study found 70% had seen real-world violence online, and 80% felt less safe in their communities. Alarmingly, 39% said it made them more likely to carry a weapon. Online conflict can often spill into real life, with serious and sometimes tragic consequences.

Opportunity

Community

Wellbeing

Respect

UNCERTAINTY

CONFLICT

FEAR

### WHEN IS VIOLENCE MORE LIKELY TO HAPPEN?

For children and young people in England and Wales, the hours between 4 pm and 8 pm – just after school – carry a particularly high risk for serious violence. This can stem from conflicts that escalate during the school day, online arguments, or simply moving through unfamiliar areas on the way home. Understanding this risk helps us support safer travel and routines. Our recent report found that over one in three young people don't feel safe in the area they live in, and 36% don't feel safe walking the streets.

### WHY MIGHT A YOUNG PERSON CARRY A WEAPON?

Young people may carry weapons due to fear, threats, peer pressure, or a false sense of protection. Many young people tell us they feel unsafe and carry weapons 'just in case', while others may be influenced by social media, peers, or criminal activity. Some don't realise it's illegal or may believe it earns respect.

### WHERE IS VIOLENCE MORE LIKELY TO HAPPEN?

Violence often happens in certain places. Busy areas like transport hubs carry risk simply because lots of people gather there. Other hotspots, like places linked to drug activity, attract those more likely to be involved in violence. Some areas become risky due to poor supervision, such as under-resourced public spaces. Understanding where violence tends to occur helps us guide young people safely through their communities and advocate for better support and safer spaces.

## Advice for Parents & Educators

### TALKING TO CHILDREN ABOUT STAYING SAFE

Choose a safe moment for the conversation, emotionally and physically. If a child is upset or angry, help them settle before discussing serious topics. Listen actively without judgement, even if what they share is difficult. Avoid interrupting and offer advice when the time feels right. If you're worried, you're not alone; support is available.

### AVOID CONFLICT & MANAGE ESCALATIONS

Encourage young people to consider the 'Safe T's' – Trust instincts, Take a breath, and Talk to a trusted adult. When triggered or provoked, they may react from their 'survival brain', unable to think clearly about the consequences. Taking a breath helps calm, and helps them access their 'thinking brain'. Remind them that moments pass, and seeking support from trusted adults builds resilience and safer decision-making.

### HELP CHILDREN UNDERSTAND CONSEQUENCES

Young people can be searched by police or teachers if suspected of carrying a weapon. If found with a knife, they could face arrest and criminal proceedings. A conviction can result in a criminal record. Even being present during a violent assault, encouraging it, filming, or sharing footage can lead to prosecution. Open and honest conversations can help children understand these risks and make safer choices.

### REPORT INFORMATION

We all have a role in preventing violence. If a child shares concerns, you can act. For educators, it's important to follow your school's safeguarding procedures. Other adults can report anonymously through Fearless or Crimestoppers, and speak with other parents, the school, or local police through 101. If someone is in immediate danger, always call 999. These steps help protect children and the wider community.

### Meet Our Expert

The Ben Kinsella Trust is a UK anti-knife crime charity educating young people through immersive workshops, awareness campaigns, and community resources. Visit: [benkinsella.org.uk](https://benkinsella.org.uk)



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/youth-violence>

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