

Our value this month is:

Respect



IS MY CHILD TOO ILL TO GO TO SCHOOL?

- | | |
|--------------------------|-----------------|
| ✓ Minor coughs & cold | ✓ Ear infection |
| ✓ Sore throat | ✓ Cold sores |
| ✓ Conjunctivitis | ✓ Tonsillitis |
| ✓ Respiratory infections | ✓ Head lice |

GO TO SCHOOL



- | | |
|------------------------|-----------------|
| ✗ Whooping cough | ✗ Covid |
| ✗ High temperature | ✗ Flu |
| ✗ Chickenpox | ✗ Scarlet fever |
| ✗ Diarrhoea & vomiting | ✗ Measles |

STAY AT HOME



Dates for your diary

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.



COVER Your Coughs and Sneezes



If you don't have a tissue, cough or sneeze into your sleeve or elbow.

Thank You!

What have we been doing this week?

Nursery- we have focused our learning on the story "The 3 little pigs", the children have used actions and words to retell the story. They have looked at features of houses, looking at similarities and differences and naming features of houses.

Reception- This week in Reception we have been busy learning more about Autumn. We read the story Leaf Man and enjoyed creating our own pictures using leaves and other natural materials. In Maths we have been learning about 2 and 3 also repeating patterns.

Year 1- This week we have been exploring the composition of the number 6 in maths and using our part whole models. We have been thinking about how the characters were feeling in our story Old Bear, to write our own sentences. In Science we have been sorting the properties of different materials and discussing why materials were chosen for their purpose. In History we got to have a play with some old toys.

Year 2- This week we have been adding and subtracting multiples of ten using mental methods and base 10 resources. We looked closely at Dr Rose's explorer log to help us plan our own. We can't wait to write them next week!

Year 3- This week, we have finished our threat narrative, in English. In Maths, we have continued to work on finding 1, 10 and 100 more and less, and done some work using numberlines. We have looked at society during the Stone Age and found that everyone was equal, which means it was an egalitarian society, in History.

Year 4- This week we have spent time analysing stories and looking carefully at the ways writers use words and grammar to create effects. We have been focusing on learning our 4x table facts off by heart in Maths and rounding numbers to their nearest 10, 100 and 1000 while in Science we have enjoyed learning about how we can protect hedgehogs living in our local fields and gardens.

Year 5- This week we have been learning more about North America in Geography, investigating mechanical advantages in science and learning how computers communicate in IT. We have also been revising our addition and subtraction skills and working on choosing the best strategy for the question.

Year 6- This week, we have enjoyed learning about the creation of the NHS after WW2. We learned about Charles Darwin and his Theory of Evolution and got to explore how debates work and what they are used for in PSHE. In Reading, we have loved exploring the text 'The House With Chicken Legs' and have moved on to formal addition in Maths.

This Week's Value Stars!! ★

Nursery: Demyan, Phoebe	Reception: Theo H, Evelyn, Miles C, Druvika
Year 1: Otis, Ren, Catherine, Rose	Year 4: Gracie, Noah,
Year 2: Nirvana, Esmae, Arlo J, Dollie	Year 5: Chloe, Layla
Year 3: Colin, Alfie, Zara, Aoife	Year 6: Lillie-Mai, Pirajin

Weekly Winners

 The top Reading Plus readers this year, so far, are:

1. Y3NO (26/27)
2. Y3MC (26/27)
3. Y4MM (26/27)
4. Y5RG (26/27)



Abdulazim M

Mathswizz

Most used: ★

1st

Y6KK

2nd

Y3NO

3rd

Y2NC

4th

Y5GW



Ivan H

Attendance

School Target:
96%

Nursery 89.9%	
RKL 96.3%	RLB 99.2%
Y1PT 94.1%	Y1LA 96.3%
Y2TE 97.8%	Y2NC 98.6%
Y3MC 93.5%	Y3NO 92.5%
Y4EH 92.3%	Y4MM 92.5%
Y5RG 97.9%	Y5GW 92.9%
Y6EB 92.6%	Y6KK 96.9%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – independent

Reception – pattern

Year 1 – composition

Year 2 – poised

Year 3 – egalitarian

Year 4 – sustainability

Year 5 – manoeuvre

Year 6 – distinction

Talking to a child about their wellbeing can feel daunting, but we don't need to be specialists to make a meaningful difference. This #WakeUpWednesday guide explores how warm, trusting relationships and a safe environment can help children to feel able to share their worries, alongside practical considerations such as choosing an appropriate place and making conversations feel less intense.

The guide also explains how to approach confidentiality honestly, respond calmly when a child discloses something concerning and involve them appropriately in what happens next. With practical conversation starters and reminders about seeking safeguarding and personal support, it offers adults clear, reassuring guidance for listening carefully and helping pupils feel heard.



Top Tips for Educators

PUPIL WELLBEING CONVERSATIONS

It can feel difficult to know how to start a conversation with a pupil about their wellbeing, either because you do not feel equipped with the information you think you need, or because you do not feel confident opening it up. You do not need to be a specialist. This guide covers how to start, what to say about confidentiality, and what to do with what you hear.

1 NURTURE WARM, TRUSTING, & KIND RELATIONSHIPS



When pupils have a consistent, emotionally available adult who shows they care and who holds them in mind, they thrive. They are also far more willing to open up and seek support. Positive, trusting relationships are an important part of supporting pupil wellbeing and complement more formal wellbeing programmes or sessions.

2 KEEP CALM, EVEN IF YOU'RE WORRIED



When a pupil discloses, stay calm while showing that you take it seriously. Panic can raise their anxiety and teach them that telling an adult makes things worse. Your steadiness can help them to keep calm and give them enough space to say the rest. Calm does not mean unmoved, and it is fine to tell them that what they have said is important and will be heard.

3 HAVE SIDE-BY-SIDE CONVERSATIONS



Many pupils find it easier to talk when a conversation does not require them to sit face to face with an adult. For example, conversations might take place while walking, tidying the classroom, or taking part in a lunchtime club. Sitting alongside someone removes the demand of eye contact, allows longer thinking time and lowers the intensity of the exchange. This can be particularly true for neurodivergent pupils, and for anyone who needs a moment before answering.

4 THINK ABOUT WHERE YOU ARE



Consider whether the pupil can speak without being overheard or interrupted. If a pupil has already started talking, avoid unnecessarily disrupting the conversation by moving elsewhere. Where a more appropriate location is needed, explain why you need to move and give the pupil the opportunity to continue what they were saying.

5 BE HONEST ABOUT CONFIDENTIALITY



Never promise to keep information to yourself. Schools have a legal duty to share information relevant to a pupil's safety or welfare. Tell them at the start that you may need to pass something on, and who to. Then involve them in what happens next, as far as their age and understanding allow. Ask what they want to happen, what they want to say, and who they want to be told. Be honest that some things will need to happen whether they agree or not. A pupil who helped shape next steps is far more likely to tell someone again.

6 CREATE A SAFE ENVIRONMENT



Provide a classroom free from belittling and shame-based behaviour management. Pupils who expect to be humiliated will not disclose. Where they feel listened to and see that difficulties are acted upon, they share worries earlier and whilst those worries are still small. If pupils hear adults belittling or talking about other pupils openly, it damages trust and they are likely to assume their worries will also be handled this way.

7 DO NOT CARRY IT ON YOUR OWN



Hearing something difficult can stay with you. When informing your designated safeguarding lead, share with them how it left you feeling and whether you feel you need further support. Your role as a trusted adult is what makes all of the above possible, and just as you have a responsibility to protect pupils' welfare, your school has a responsibility to protect yours.

HELPFUL OPENERS



- I've noticed you've been quieter. How's your week been?
- You don't seem your usual self, when might be a good time to catch up today?
- Sometimes it's hard to know what to say, but I'd like to understand?
- You don't have to talk now. I'll check in with you later?

Meet Our Expert

Anna Bateman is a mental health and wellbeing specialist with nearly thirty years in education. She is a multi-academy trust director, special adviser, and a former adviser to the Department for Education on its mental health green paper.



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