



## CLAREMONT PRIMARY SCHOOL NEWSLETTER FRIDAY 6<sup>th</sup> MARCH 2026

Dear Parents and Carers,

Welcome to the first newsletter of this half term. Its is a short sprint to easter but a really busy one. Please stay up to date through using Dojo and asking us where you are not sure.

We have had a great start to the term, underlined by a wonderful World Book Day event yesterday. Reading is such an important part of what we do and how we live. It was great to celebrate it across the school. Thank you to Mrs Hayes and the team for organising events on the day and for the collection of books so that every child receives a book on World Book Day.

We have been blessed by another donation from our friends at Tesco's on Hucknall Road who have contributed some popcorn for our cinema event and eggs for Easter.

I know that many of you are half way through Ramadan. I hope that the month is passing peacefully for you. We have held a special assembly talking about why Ramadan is important to Muslims. It is so important to share and celebrate our differences so that we can learn to live together.

Please take some time to read the information about school attendance.

Best wishes,

Rob Campbell

Headteacher



### Attendance:

Our attendance target is 96 %

This year's attendance so far is 92.8%

### Dates for your diary:

9<sup>th</sup> – 13<sup>th</sup> March – Assessment Week

16<sup>th</sup> March – White Post Farm visit for Yrs R, 1 and 2

24<sup>th</sup> and 26<sup>th</sup> March – Parents' Evenings

27<sup>th</sup> March – Final day of the Spring Term

### School Attendance

School attendance is everyone's business and it is a key factor when thinking about the learning and teaching that goes on at Claremont. Our lessons build over time so any absence from school can disrupt that learning. Persistent absence means that children can quickly fall behind their peers. We want to work with you as partners to improve attendance across the whole school so that children do not miss out on learning opportunities or the opportunities to build positive and collaborative relationships. Mrs Nangle-Trigg in the school office is our Attendance Officer who helps me to keep an eye on attendance. She is the first point of contact if you have any concerns about attendance and she will often call you to find out why your child is absent. However, everyone in school is focused on ensuring that we build a sustainable attendance profile where children do not miss school. Our target is 96% of the time. However, the real target should be 100%! We should aim for our children to be in school every day of the school year. I am really keen to hear your opinions about attendance and I will be sending out a survey before Easter to gather your thoughts about what works well and how we can do things better. I am looking forward to hearing what you think....

Safeguarding children is everyone's responsibility. At Claremont, we are committed to keeping our children safe from harm. Mr Campbell, Miss Davis, Mrs Cundy, Mrs Khan, Mr Greaves & Mrs Eager have responsibility for safeguarding and child protection. If we have any concerns reported to us, we will always take action to protect a child and inform the relevant agencies where necessary..

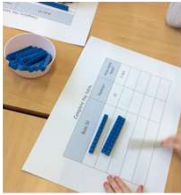


## What have we been learning this week?

**Nursery and Reception** have been learning about Handa's Surprise and exploring different fruits.

**Year 1** have been using base 10 resources to count in tens.

**Year 2** have been learning about coastlines in geography



**Year 3** have been learning about the power of nature in their Extreme earth topic.

**Year 4** are using algorithms to write letters as part of their computing work.



**Year 5** have been building on their knowledge of Spelling, Grammar and Punctuation

**Year 6** have been working hard to build on and revise their reading, maths and GAPS skills as we count down to the SATs exams in May.

**Acorns** have been learning how to make toast as part of their Life Skills Curriculum.



## Recommended Reads

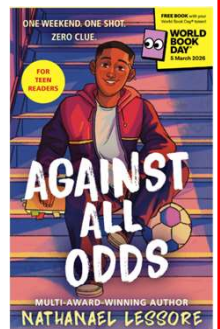


**Pablo and Splash: The Castle Quest** by Sheena Dempsey . Time-travelling penguins Pablo and Splash are on a quest...

**Bear rescue** by Hannah Gold August Wood lives in the far north of the Arctic. His best friend is a husky called Blaze, and he's the younger brother of April Wood – the girl who once famously rescued a polar bear.



**Against All Odds** by Nathanael Lessor Footballer. Hustler. But poet? Come on....



## Parental Engagement

Thank you so much to our PTFA for their support over recent weeks. The discos to end the term were really well attended and their support for the World Book Day reading party has been amazing. There is also great support with our weekly coffee mornings and hearing children read across the school. If you think that you could help or want to know more, please contact Mrs Bilson and the committee directly. As I said before, we are really keen to engage with you all and give you what you need to help our children to thrive. Please help us by telling us so that we can all work together

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# What Parents & Educators Need to Know about SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

## UNDERSTANDING SCHOOL AVOIDANCE

### REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

### PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

### COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include tummy aches, headaches, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

## IMPACT OF SCHOOL AVOIDANCE

### LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

### LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

### CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity making them anxious – increasing their desire to stay at home.

## Advice for Parents & Educators

### WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

### FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and spent away from screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

### MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

### RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

### Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College