



CLAREMONT PRIMARY SCHOOL NEWSLETTER FRIDAY 2nd OCTOBER 2026

Dear Parents and Carers,

Thank you for all of your support this year so far. We have seen some good attendance at our "Meet the Teacher" events and some wonderful support for our Harvest Collection. Huge thanks to Mrs Bilson, Ms Hartley and the PTFA for their help and organisation with this. They will be helping with Parents' Evenings next week, organising the discos and supporting the selling of poppies in the next few weeks.

Our curriculum is now in full swing and we have enjoyed going on some interesting visits to enrich the learning. Year 5 recently visited St Ann's Allotments and the Acorns took a trip to the city farm. We have some great things planned for the coming weeks and next half term and we appreciate all the help that we get from our parent body.

Attendance will always be a focus for us as it is so important for every children to get to school every day. Every minute counts. Thanks for all of your support so far this year. Let's keep up the good work and get the children learning!!

Have a great weekend and I hope that you enjoy the Goose Fair if you are going.

Best wishes,
Rob Campbell
Headteacher



Attendance:

Our attendance target is 96 %

This year's attendance so far is 94.4%. We need to work hard to keep this higher!!

Dates for your diary:

October

1st – 8th Autumn Book Fair

5th – Flu immunisations

6th and 8th – Parents' Evenings

13th and 15th – PTFA Discos

16th – Show Racism the Red Card Day

16th October – 1st November – Half Term

Holiday

Behaviour, relationships and expectations

One of the key aspects in school is how our children show each other respect, how they engage with their learning and how they deal with relationships when things go wrong or they make an incorrect choice with their behaviour. This is not something that we just expect our children to know – it is taught explicitly and reinforced with rewards and sanctions. I like to operate under the banner of "catch the children being good" and we aim to celebrate good behaviour through a range of rewards including our scratch cards which, when completed reveal a reward, weekly celebration assemblies, assembly heroes and "Star of the Day". "Fine Diners" and "Star Players" are selected weekly by our midday team of Play Leaders and I get the pleasure of rewarding outstanding effort when children come to show me their work. It is the expectation that children make good choices but also a realistic view that sometimes mistakes are made. Our children get the opportunity to restore relationships when they are damaged, teaching them a valuable life lesson. The children are here to learn and it is up to all of us to show them the correct way.

Safeguarding children is everyone's responsibility. At Claremont, we are committed to keeping our children safe from harm. Mr Campbell, Mrs Middleton, Mrs Cutler, Mrs Cundy, Mrs Khan & 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..



Claremont

PRIMARY & NURSERY SCHOOL

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What have we been learning this week?

Nursery have been reading "Dear Zoo" by Rod Campbell and learning about animals.

Reception have been focusing on their phonics. Check out the videos to help with the correct pronunciation of the sounds.

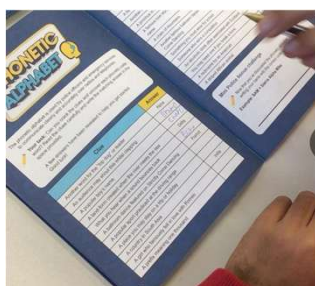
Year 1 are building Ferris Wheels as part of their design and technology learning.

Year 2 investigated the mysterious crash landing of an alien space craft on our MUGA..



Year 3 are beginning their first narrative work with "Stone Age Boy" by Satoshi Kitamura.

Year 4 have been enjoying the successes of scratch cards with a silly socks day and a "get out of assembly first" card.



Year 5 began their first session of Mini Police by learning the Phonetic Alphabet.

Year 6 have been ordering their Leavers' Hoodies and exploring their options for secondary schools.

Acorns took the bus to the City Farm and had a great day!.

Recommended Reads



"Granny Came Here on the Empire Windrush," by Patrice Lawrence. One day, Ava is asked to dress as an inspirational figure for assembly at school, but who should she choose? Granny suggests famous familiar figures such as Winifred Atwell, Mary Seacole and Rosa Parks

"Clean up!" By Nathan Bryon and Dapo Adeola. Join Rocket as she sets sail on a brand new mission - to save a Caribbean island from plastic pollution



Benedict's Law

New statutory guidance has come into schools this academic year regarding children with allergies and at risk of and anaphylactic reaction to certain allergens. Training has been done with all staff so that we know what the common symptoms are, what the potential causes are and what action to take. We also need your help. One of the most common allergens are foodstuffs, particularly nuts. Please could you all ensure that foods containing nuts are **not** brought into school as snacks, in packed lunches or in birthday treats. Whilst we have processes in place to deal with an emergency situation, your help and understanding with this is much appreciated. It is really essential that we all work together to keep our children as safe as possible whilst they are here.

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10 Top Tips for Parents and Educators SUPPORTING YOUNG PEOPLE TO BUILD EMOTIONAL RESILIENCE

With increasing societal pressures, many children struggle with managing emotions, facing challenges and processing failure in a healthy way. This is why building emotional resilience in young people is vital for their mental health and personal success. This guide provides practical strategies for parents and educators to help children develop resilience and foster confidence, adaptability and a positive mindset.

1 ENCOURAGE OPEN COMMUNICATION

Regularly engaging children in open dialogue fosters trust and emotional expression. Encourage them to share their thoughts and feelings freely without judgement. Set aside time daily, perhaps during dinner, to ask open-ended questions such as, "What's made you happy today?". This encourages children to express themselves openly.

2 MODEL POSITIVE BEHAVIOUR

Children often learn how to manage emotions by observing adults. By modelling calm and positive responses to challenges, you can teach them valuable emotional management skills. If you've had a difficult day, verbalise how you're feeling and explain how you plan to handle it, such as "I'm a bit worked-up, so I'm going for a walk to clear my mind."

3 TEACH PROBLEM SOLVING SKILLS

Helping children break down challenges into manageable steps encourages a proactive mindset. Explain that every problem has a solution, even if it's not immediately obvious. For example, if a child is stuck on homework, support them in breaking the task into smaller steps, saying things like "Let's focus on just this first question for now."

4 FOSTER A GROWTH MINDSET

Encourage young people to view mistakes as learning opportunities. A growth mindset helps them see setbacks as part of the process, rather than something to be upset about. After a child loses a game or performs poorly on a test, for example, ask them what they've learned from the experience. This reinforces the idea that effort – and even failure – leads to improvement.

5 PROMOTE SELF-CARE PRACTICES

Teaching children about self-care helps them understand the importance of balancing work with relaxation to maintain emotional wellbeing. Parents and carers could start a screen-free hour before bedtime where the family engages in relaxing activities like reading, setting an example to the child for how to unwind.

6 BUILD HEALTHY RELATIONSHIPS

Strong relationships with peers and adults provide a support system that enhances resilience. Encourage positive, respectful interactions to develop social skills. Playdates or group activities can be instrumental in teaching children how to resolve conflicts with friends by modelling and practicing calm communication.

7 SUPPORT EMOTIONAL AWARENESS

Helping children to identify and name their emotions allows them to manage these feelings more effectively. When a child's upset, encourage them to talk to you about what they're feeling in an empathetic and supportive manner, and ask them why they might be experiencing these emotions.

8 ENCOURAGE INDEPENDENCE

Giving children opportunities to make their own decisions boosts confidence and problem-solving skills. A good example of this would be letting children choose and pack their own lunches for school, guiding them with options but allowing them to assume responsibility for the task to help them take ownership.

9 DEVELOP COPING STRATEGIES

Teaching children techniques like mindfulness, deep breathing or journaling can help them to manage stress. Show them how to perform breathing exercises when they're feeling anxious, and practise this regularly. Reinforcing this behaviour in young people will make it easier for them to use these techniques of their own accord during stressful moments.

10 CELEBRATE SMALL WINS

Recognising effort, no matter how small, reinforces perseverance and encourages children to keep trying. After a child completes a difficult task, makes progress on a project or reaches another type of personal goal, praise their efforts. Emphasise the hard work they've put in and be sure to let them know how proud you are!

Meet Our Expert

Adam Elliott is Associate Vice Principal for Personal Development at Penistone Grammar School and works on a secondment one day a week for Minds Ahead, which works with schools on improving their mental health provisions.



#WakeUpWednesday

The National College