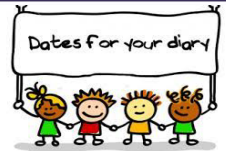




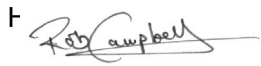
CLAREMONT PRIMARY SCHOOL NEWSLETTER FRIDAY 15th NOVEMBER 2024



Dear Parents and Carers,

It has been a really busy couple of weeks in school since our last Newsletter. We had the excitement of the snow last week and the disruption that caused. I am really proud of the way that our children handled the difficult decision to stay indoors. There were, on the most part very sensible and understood that the decisions were made to keep them all safe. Learning is progressing well and the children have all undertaken their assessments which will allow us to plan the next steps in their learning even more accurately. In order to help the, it is really important that they read every day and that they access their Times Tables Rockstars on a daily basis, particularly if they are in Years 3 and 4. I am really looking forward to the next couple of weeks when we have our Parents' evenings, Christmas Fayre and Nativity performances. Please keep sending your children to school, even if they are feeling a bit poorly, so that they can continue to learn and take part fully in the life of the school. It is also really important that your children are brought to school on time – so much important learning takes part in the first stages of the day as well as having the chance for our children to socialise and catch up with their friends and their teachers.

Have a great weekend,
Best wishes,



Dates for your diary:

03 and 05/12/24 – Parents' Evenings
11 and 12/12/24 – Nativity performance
13/12/24 – KS1 Panto visit
17/12/24 – Christmas Fayre
18/12/24 – KS1 Christmas Performance
20/12/24 – Last Day of Autumn term
06/01/25 – First Day of Spring Term

Behaviour and relationships

As part of our ongoing school improvement work, we are undertaking a review on how we manage behaviour and relationships in school. I will be sending out a survey to you all next week via Class Dojo and would ask that you take a small amount of time to complete that. Positive behaviour and relationships are a real pillar that unpin our teaching and learning and ensure that your child has the best chance to make the most progress in school. Your views are central to this so please don't miss the chance to have your say.

Parents' Evenings

We are holding our Autumn Term Parents' Evenings next week on 3rd and 5th December. Please make sure that you have booked your appointment with your child's class teacher. Early Years and Years 1 and 2 will take place in the Small Hall and Years 3, 4, 5 and 6 will take place in the Gym upstairs.

Thought of the week

"You don't have to see the whole staircase, just take the first step." – Martin Luther King, Jr.



What have we been learning this week?

Nursery – have been using shapes and paint to create works of art based on fireworks.

Reception – have begun getting ready for this year’s Nativity performances.

Year 1 – have visited Forest Rec to get ideas for their writing based on “Hedgehogs don’t live in the city”

Year 2 – have been investigating materials and their properties.

Year 3 & Year 4 – have been relaunching Tim Es Table Rockstars with a Rock Star day. Knowledge of times tables is so important and a real life skill. Get playing everyone!

Year 5 – have been learning how to stay safe in the local areas as part of their mini-police work.

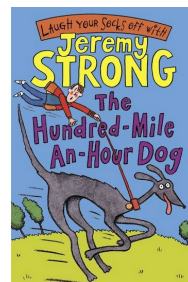
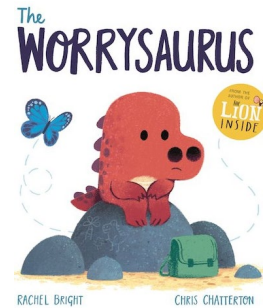
Year 6 – have been creating decorations using odd socks in their design and technology work.

Acorns – have been doing indoor PE with a range of different equipment.



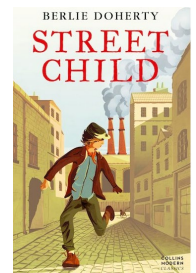
Recommended Reads

“The Worrysaurus”
 by Rachel Bright Pit is a beautiful day and the Worrysaurus has planned a picnic. But what if things go wrong?



“The Hundred-Mile-An-Hour Dog” by Jeremy Strong. Streaker is no ordinary dog – she’s a rocket on four legs with a woof attached!

“Street Child” by Berlie Doherty. Jim Jarvis has run away to London – but in 1860 it is a dangerous and lonely place...



Considerate Parking

I am very pleased at the success of putting out the cones on Fern Avenue to help to protect our children and families at the start and the end of the day. However, I am fully aware that things can get very busy on Claremont Road. Whilst I appreciate that people often have somewhere to go after dropping off the children, we still need to be considerate to each other and our neighbours by parking safely and sensibly at these very busy times. Could I please ask you all to show patience and consideration for our children, many of whom are walking to school.

SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.



National
Online
Safety

#WakeUpWednesday



1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

2 ASK TWICE

The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.



Are you sure?

3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.



4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.



6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.



8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.



9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.



10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.



Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



Sources of Information and Support

Your GP
Young Minds <https://youngminds.org.uk/>
<https://www.nhs.uk/conditions/stress-anxiety-depression/>
<https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>
<https://www.themix.org.uk/mental-health>