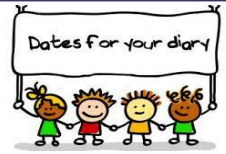




## CLAREMONT PRIMARY SCHOOL NEWSLETTER FRIDAY 20<sup>th</sup> SEPTEMBER 2024



Dear Parents and Carers,

Time flies when you are having fun – and we have certainly been having fun learning over the last few weeks. I am delighted to report that the children have quickly settled into their new routines, are getting to know their new teachers and classes and are getting stuck into their learning with gusto!

We have a number of priorities this year. We need to work together to improve the attendance across the school. Every day really does count and we must make sure that every child attends every day that they can. It seems strange because we have been asking you to stay away since COVID, but now we need you back. There were at least ten children in last year's Year 6 who had a good chance of achieving well but weren't in school often enough.

Secondly, we need to promote reading – reading for pleasure, reading for leisure, reading for information. This is true from the Nursery to Year 6. Please read with your child daily and sign their diary. It helps us to know who we need to help.

I am looking forward to continuing to work with you to overcome these challenges and build the best school possible.

Best wishes

Headteacher



### Attendance:

Every child should attend every session every day that they can

### Dates for your diary:

25<sup>th</sup> September F2 parent meeting in the Small Hall

27<sup>th</sup> September Year 1 to visit the Goose Fair site

22<sup>nd</sup> October: Half Term Holiday starts

3<sup>rd</sup> and 5<sup>th</sup> December Parents' Evenings

### A note from our PTFA

Please see the notes below from our PTA.

This is a great step forward for us. Please come and join and lend a hand!

Joe Wicks and Asda, are making millions of pounds available to donate to primary schools across the UK through their 'Cashpot for Schools' – all you have to do is, Download the Asda Rewards app Login in and click "Cashpot for Schools".

Even if you don't shop at Asda we get a pound for every person that chooses the school so share it with family and friends so we can get money to do fun things in school. Secondly, Mrs Khan and the PTFA will be continuing to run a coffee morning on a Wednesday morning after drop off, where you can talk with other parents and some staff and grab a hot drink. They are also excited to announce that they have a Nearly new uniform shop open at the coffee mornings, with everything you can think of that you might need for school uniform all for a small donation.

**Thought of the week:** "Our greatest glory is not in never falling, but in rising every time we fall". Confucius

We believe that safeguarding children is everyone's responsibility. At Claremont, we are committed to keeping our children safe from harm. Mr Campbell, Miss Davis, Mrs Cutler and Mrs Khan 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** – have been getting to know their new friends and teachers.

**Reception** – have begun their phonics learning, finding and naming objects that begin with the sound of the day.

**Year 1** – had fun playing their instruments in their music lesson

**Year 2** – have been practising times tables on Times Table Rock Stars.

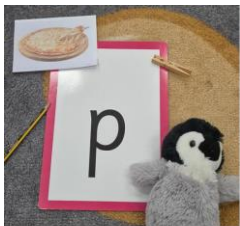
**Year 3** – have started their swimming lessons at Harvey Hadden

**Year 4** – have been using their art skills to complete observational drawings

**Year 5** – have been learning how to play the ukulele

**Year 6** – held a meeting to discuss secondary school applications for next year (already!!)

**Acorns** – have been busy learning new songs, tracing numbers and letters, reading colouring and doing some art.

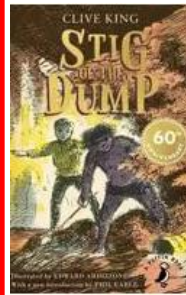
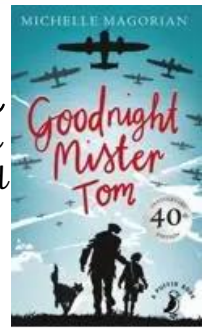


We have been learning all about the 'p' sound today! The children have been brilliant at joining in with naming the objects in the photo that begin with 'p'. Well done.



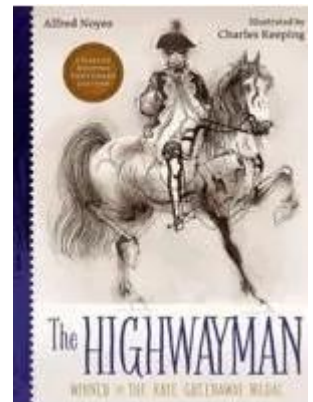
## Recommended Reads

**"Goodnight Mr Tom"**  
 by Michelle Magorian  
 A heart-warming tale about an evacuee and a grumpy old man.



**"Stig of the Dump"** by Clive King  
 How can a stone age boy be living in the dump?

**"The Highwayman"** by Alfred Noyes  
 A wonderful poem full of metaphor and imagery that tells the tale of a highway robber.



## Drop off and pick up times

These are really busy times of the day. Please can I ask that you observe the entry and exit signs on the big playground and refrain from smoking near the school gates. All the adults in our community are role models to all of our children and I feel that we should behave appropriately at all times. Finally, please park your cars legally and sensibly and with consideration for our neighbours but most importantly our children. Running engines cause pollution which can harm our children.

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# 10 Top Tips for Parents and Educators

## ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

### 1 CREATE A SAFE SPACE

Criticism, blaming or shaming can prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.

### 2 CONSIDER OTHER OUTLETS

Some children may find it easier to talk while they're participating in another activity such as drawing, writing, walking or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something side by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.

### 3 NORMALISE CHATS ABOUT FEELINGS

Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"

### 4 LISTEN ACTIVELY

When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or "teenage angst" – or to assume that they'll simply "get over" whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.

### 5 ASK OPEN QUESTIONS

Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"

### 6 RESPECT THEIR BOUNDARIES

If a child isn't ready to talk to about something yet, respect their boundaries: this reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.

### 7 LEAD BY EXAMPLE

Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and yourself, because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.

### 8 HAVE REGULAR CHECK-INS

Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here: you could consider regular trips to a coffee shop or a cafe, or just a weekly walk.

### 9 PROVIDE RESOURCES

It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counselors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as Koah or YoungMinds.

### 10 CELEBRATE EMOTIONAL EXPRESSION

It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health – a barrier that can be overcome, with enough love and support.

### 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