



CLAREMONT PRIMARY SCHOOL NEWSLETTER FRIDAY 10th OCTOBER 2025

Dear Parents and Carers,

Welcome to our latest Newsletter. As the winter nights are drawing in, the term is already drawing to a close. It certainly has been an extremely busy one in terms of our learning.

Thank you all for your support with the book fair – your spending really does help the school and you have, once again, been really generous. Well done to Mrs Hayes and the team for organising this.

Thanks also to Mrs Khan and Mrs Bilson and the PTFA for organising our McMillan Coffee Morning. It is always important to think of others and this charity is particularly close to our hearts.

A final plea about packed lunches – I would be really grateful if there were zero Kinder Bueno bars in school as these too contain nuts which could be potentially very dangerous to some children in school. Thank you.

Finally, next week is our final week before the half term break. Please ensure that your child attends school every day so that they don't miss out on any learning opportunities.

Thank you for your continued support.

Have a great weekend

Best wishes,

Rob Campbell

Headteacher

Attendance:

Our attendance target is 96%

Last week's attendance was 93.9%



Dates for your diary:

17th October – Show Racism the Red Card Day

20th October – First day of $\frac{1}{2}$ term holidays

3rd November – First day back at school for Autumn Term 2

17th November – Vaccination Day

18th November – Yr 6 trip to Beaumanor Hall

27th November – Individual Photographs

Traffic and Parking

We have had a number of incidents over the last couple of weeks where selfish or careless driving or parking has put members of our school community at risk. I understand that it is frustrating when Claremont Road and Fern Avenue are busy, but please take 5 minutes to park a bit further away and walk to school.

It is also important to be courteous to our neighbours by not parking across their driveways.

Please also turn your cars off when you park. The exhaust fumes from idling engines are directly at the height of our youngest and most vulnerable pupils.

Your help with this is much appreciated.

Uniform

It has been a super term in terms of the amount of correct school uniform being worn by all of our pupils. We do seem to have collected a lot of lost property. I'll put it out on display next week so you can come and have look to see if any of it belongs to your child. It is always helpful if your child's name is on every bit of uniform. This helps us to return it where we can.

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 have been exploring their reflections in the mirrors outside.



Reception have been creating AB patterns in Maths and working together to achieve their goals.

Year 1 have been working on part-whole model in Maths, exploring ways to make one number from two smaller parts.

Year 2 have been discussing how bullying and being unkind can affect us. They also looked at ways to make up after disagreements.



Year 3 have been making clay models of stone age animals with Mrs Guy.

Year 4 have been monitoring their use of TTRockstars. Keep up the good work. Each time you practise, you improve!!

Year 5 have been pestering me about having a class pet – what shall we get a spider or a snake?

Year 6 have been working with external partners to learn about healthy living and making good choices with Thrive and DAART.

Acorns have been working on life skills and making crafts for their display.

Recommended Reads

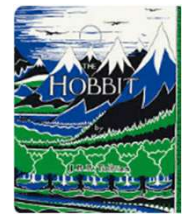


Lost and Found by Oliver Jeffers – recommended by Maisie in Year 2 – “I like the hero in the story”.

My Hero Academia Manga Series – recommended by Wolf in Year 6 – It has a unique mix of action and crime-fighting



The Hobbit by JRR Tolkien – recommended by Mr Campbell – twelve dwarves, one wizard and one hobbit – what could possibly go wrong?



Behaviour across school

At Claremont we have the highest expectations where it comes to our behaviour towards each other. One of our school values is Bee Respectful. This is an incredibly powerful word and applies to us being respectful to everyone, including ourselves. Currently we have an issue with some children deliberately disrespecting each other and adults in school. This is not OK. There is no excuse for disrespect. Respect costs nothing and ensures that people feel valued as part of our community. I'm sure that will all join me in asserting that disrespect only leads to a breakdown in relationships which is not conducive to learning.

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What Parents & Educators Need to Know about MAKING FRIENDS ONLINE

In today's digital world, it's increasingly common for children to form friendships with people they've never met in person. While online connections can offer children a sense of belonging, they also carry significant risks. Around 19% of children aged 10 to 15 in England and Wales have chatted online with someone they've never met face to face. This guide offers expert advice for parents and educators on helping children navigate online friendships safely.

WHAT ARE THE RISKS?

ONLINE GROOMING THREATS

Predators can use games, chat apps or social media platforms to build relationships with children and gain their trust. This may quickly develop into grooming or exploitation. Between April 2017 and March 2023, UK police recorded nearly 34,000 online grooming offences – an 82% increase in just five years.

EXPOSURE TO INAPPROPRIATE CONTENT

Children may encounter distressing or explicit material while interacting with online contacts – especially via TikTok, Instagram or Snapchat. This is evidenced in a survey by the Children's Commissioner for England, which found that 45% of children aged 8 to 17 had seen content online that made them feel uncomfortable, worried or upset.

PRIVACY AND DATA RISKS

Children and young people often overshare personal details – such as where they live or go to school – without understanding the consequences. In fact, 4.4% of 10 to 15-year-olds in the UK have met up in real life with someone they'd only spoken to online.

COMPROMISED PERSONAL SAFETY

Meeting an online 'friend' in real life risks placing a child in serious danger. From abduction to coercion, the consequences can be devastating. Reports of children being harmed after such meetings are becoming increasingly common in the UK, highlighting the need for safeguarding intervention.

PSYCHOLOGICAL DISTRESS

Online harm – such as cyberbullying, grooming or exposure to disturbing content – can lead to long-term emotional issues, including anxiety, depression and PTSD. 'Sextortion' gangs, who threaten to release sexual information about a person unless they pay them money, have reportedly targeted children as young as 11, leaving them traumatised and ashamed.

LONG-TERM REPERCUSSIONS

Children exposed to harmful online relationships early on may develop unhealthy beliefs about relationships, consent, or self-worth. In a recent case, a 26-year-old posed as a girl on Snapchat to befriend children aged 10 to 16, manipulating them into sexual activity and causing profound emotional distress. One 12-year-old tragically died by suicide, highlighting the long-term psychological harm online friendships with strangers can cause.

26 FRIENDS ONLINE NOW

Advice for Parents & Educators

TEACH SAFE ONLINE HABITS

Help children understand how to use privacy settings, protect their personal information, spot fake profiles, and report anything suspicious or concerning, like pressure tactics. Encourage them to think critically about what they share – and whom they're talking to.

KEEP CONVERSATIONS OPEN

Let children know they can talk to you about their online life. Avoid reacting with anger or judgement, as this may prevent them from opening up in the future. A child who feels listened to is more likely to disclose problems before they escalate.

ENCOURAGE REAL-WORLD CONNECTIONS

Support children in building friendships through school, clubs, hobbies and activities in the real world. Strong offline relationships help reduce children's reliance on online platforms for social interaction, and can help them develop resilience and social confidence.

USE PARENTAL CONTROLS

Parental control settings on devices, games and apps can help manage screen time, filter out inappropriate content, and monitor activity. While no system is perfect, they provide a valuable layer of protection as children explore digital spaces.

Meet Our Expert

Gabriella Russo is a safeguarding consultant with over 20 years' experience in supporting children, families, and adults across education, local authority, and mental health settings – both in the UK (including at Parliamentary level) and internationally.



#WakeUpWednesday

The National College