

St. Thomas' C.E. Primary School

Newsletter

14.06.24

A note on worship...

Trust



'See I have written your name on the palm of my hands.'

Isiah 49:16

This week we focused on putting trust in God. We shared the story of Daniel in the Lion's Den. Daniel worked for King Darius, but other advisors were jealous of Daniel's closeness to the king. They plotted against Daniel. Daniel kept his faith and continued to pray. The king had no choice but to arrest him and throw him to the lions. Daniel prayed. The lions slept and Daniel was freed the following day. This story teaches us that God will always be there – he can always be trusted and he will be there, even when we think all hope is lost.



Stars of the Week



**Jack R., Teddy, Effie, Willow, Frankie B., Taron, John-Daniel,
Oliver M.W., Keegan, Joseph and Sebastian.**

Well done to you all!

Events for the Week

Beginning

17.6.24

Monday

Guitar and Ukulele lessons

Year 6 visit to Bury Fire Station

After school Multigames for years 4, 5 and 6

Tuesday

Keyboard, strings and woodwind lessons

Year 6 Leavers' Service at Manchester Cathedral

After school rounders for years 4, 5 and 6

Wednesday

Brass Lessons

Swimming lessons

Sapphire Class Cake Bake Sale

After school multi-skills for years 1 and 2

After school cricket for years 5 & 6

Thursday

After school athletics for years 3, 4, 5 and 6

Friday

Sapphire class whole class brass lessons

New Intake afternoon and Transition Afternoon

From the office...

- There are many **unpaid music fees**, despite reminders. Please pay as soon as possible.
- **Consents** for the **Year 6** Safety Event are on **Wisepay**.

Sports Day



The rain held off and we were able to go ahead with our sports day. All of the children took part and did very well. It was nice to see all of the children competing with a smile on their faces. Many of the children showed determination to finish their races. It was great to see so many parents competing too!

Congratulations to Owls (red) who won the sports day house trophy, just ahead of foxes (green) who came in second place.

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit nationalcollege.com for further guides, hints and tips for adults.

SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to military conflicts around the globe, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.



2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.



4 EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



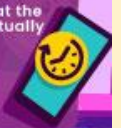
6 CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process; adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



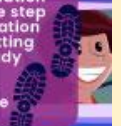
7 SET LIMITS

Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.



8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once; instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It's essential that children understand that they're not alone, and that help is available if and when they need it.



Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



NOS
National Online Safety®
#WakeUpWednesday

Sources: <https://www.bbc.com/news/health-61471000> | <https://www.bitesize.com/blog/supporting-your-child-with-upsetting-content/> | <https://www.oxfordjournal.com/news/how-to-talk-your-children-about-conflict-and-war>

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.

2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



#WakeUpWednesday

The National College

Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788840/survey_of_pupils_and_their_parents_or_carers-wave_5.pdf
<https://www.oecd.org/education/iaa/iaa2018tables.htm> | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/521070/wealth-behaviour-in-school-age-children-cyberbullying.pdf

@natonlinesafety

/NationalOnlineSafety

@nationalonlinesafety

@national_online_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 28.02.2024

Milnrow Carnival



We are taking part in the Milnrow and Newhey Carnival. Our theme is a Rainbow World of Carnival. Children need to dress up in rainbow colours. They can bring their scooters to ride on. These can also be decorated.

We will meet on Hough Lane from 12.00pm. Parents and siblings are very welcome to join in – the more, the merrier!

Classes for 2024-2025 academic Year

For the next academic year, our classes will be a bit different to how they are now. This is because of low numbers of children in key stage 1 caused by a falling birth rate in our area.

Amethyst Class will be reception children

Ruby Class will have all of our year 1 and 2 children together

Opal Class will have just year 3 children

Emerald class will have year 4 and year 5 children

Sapphire class will have year 5 and year 6 children.

Parents of current year 4 children will be told on Monday which class their child will be going in.

All children will then be going to their new class on Friday afternoon, when our new reception children are here.

