

22.9.23

WHOLE SCHOOL NEWSLETTER

Sherdley Primary



**VISION: GROWING TOGETHER,
RESPECTING EACH OTHER.**

OUR SCHOOL VALUES:

**ASPIRATION
POTENTIAL
CHALLENGE
RESILIENCE
FAMILY**

Thank you to all the families who were able to join us on Thursday for our Parents' Evening drop-in. We hope you found it valuable and enjoyed seeing your child's classroom and meeting their teacher.

Dates for your diary:

**25th Sept:
SFG Coffee Afternoon
- all welcome 2pm**

**25th Sept:
Y5 Brass starts (in class)**

**25th Sept:
After School Clubs start for 5 weeks**

**29th Sept:
Rocksteady Music Lessons (pre paid)**

**29th Sept:
Guitar Lessons (pre paid)**

**29th Sept:
6M Swimming**

**29th Sept:
Cauliflower Christmas Card Designs to go home**

**2nd Oct: 3:30
Y6 ONLY Residential Parents Meeting KS2 hall**

Sherdley Fundraising Group - S.F.G

Autumn Fundraising Event

Our Autumn Term Fundraising Event will be Grandparents Bingo. The provisional date is Wed 11th October. Places are limited due to size of the halls.

Mrs Duncan has sent out an expression of interest form and will be sending out final sign ups next week.

1 game of bingo, drinks and light refreshments for a fixed price.

The second game, if people would like to join in again at 50p for 3 tickets or £1 a sheet.

We will also be holding a raffle on the night. Tickets are priced at £1 per strip. All money raised will support our children in their learning.

Cauliflower Christmas Cards

Each year we take part in this wonderful fundraising event. Your child will create a Christmas / Winter picture in school. They will bring it home to show you on Friday 29th September.

You are invited to place an order, online for personalised Christmas items. These include Christmas cards, wrapping paper and tags and mugs. The item will have your child's personal design on them. The instructions will be sent home with your child's design next week.

We ask that ALL designs are then returned to school - whether you place an order or not. This allows you to change your mind later. ALL DESIGNS MUST BE RETURNED TO SCHOOL BY 13TH OCTOBER.

WORLD MENTAL HEALTH DAY

On the 10th of October every year, we support World Mental Health Day by adding YELLOW accessories to our school uniform. The idea is to brighten the world up!

2nd Oct:
Y5 Brass (in class)

5th Oct:
World Teacher's Day

6th Oct: Rocksteady
Music Lessons (pre
paid)

6th Oct:
Guitar Lessons (pre
paid)

9th Oct:
Y5 Brass (in class)

10th Oct:
Wear Yellow for World
Mental Health Day

11th Oct:
Grandparents Bingo -
SFG Fundraising Event
more information to
follow

11th Oct:
Individual School
Photos

13th Oct:
Deadline to return
Christmas Card
Designs

18th Oct:
Y6 Residential 3 days

Our 23-24 School Council

Children in KS2 have been busy voting for their class councillors this week. We are delighted to present our School council for 23-24.

The children will be involved in fundraising, gathering pupil views and sharing those with staff and representing our school at various events across the year.



Attendance

ATTENDANCE LEAGUE

11 SEP 2023

WE ASK FOR THE SUPPORT OF OUR PARENTS/CARERS IN SUPPORTING GOOD ATTENDANCE BY:

PROMOTE POSITIVE AND HEALTHY ATTENDANCE PATTERNS WITH YOUR CHILD AND SET GOOD BEDTIME AND MORNING ROUTINES.

ENSURE SCHOOL HAS AT LEAST 3 UP TO DATE ADDRESSES AND CONTACT NUMBERS.

CONTACT SCHOOL ON THE FIRST DAY OF ABSENCE BY 08.30AM TO PROVIDE A REASON FOR ABSENCE.

CONTACT THE SCHOOL EACH DAY OF ABSENCE UNTIL YOUR CHILD RETURNS.

IF CONTACT IS NOT MADE THE ABSENCE WILL BE RECORDED AS UNAUTHORISED.

THE SCHOOL IS RESPONSIBLE FOR DECIDING IF THE ABSENCE IS ACCEPTABLE OR NOT.

PROVIDE MEDICAL EVIDENCE FOR ANY ABSENCE EXCEEDING 5 DAYS (10 SESSIONS) OR MORE.

ENSURE MEDICAL APPOINTMENTS ARE MADE OUTSIDE OF SCHOOL TIME. IF THIS IS NOT POSSIBLE, YOUR CHILD SHOULD AIM TO BE IN SCHOOL PRIOR TO AND AFTER THE APPOINTMENT. WE WILL NEED MEDICAL EVIDENCE UPON THEIR RETURN.

Registration Form	Class	Attendance
1 st	10	99.33%
1 st	2C	99.33%
2 nd	5M	98.97%
2 nd	6J	98.67%
3 rd	4H	98.62%
4 th	5DS	98.33%
5 th	2F	97.59%
6 th	RR	97.14%
7 th	3S	96.33%
8 th	3W	96%
9 th	4W	94.67%
10 th	1K	93.33%
11 th	6M	92.07%
12 th	RE	87.41%

PUNCTUALITY WINNERS

KS2 - 6J & 5DS

KS1 - RR & 10

HOLIDAY REQUESTS DURING TERM TIME WILL NOT BE AUTHORISED DUE TO THE SIGNIFICANT IMPACT ON PROGRESS. PARENTS/CARERS WHO TAKE THEIR CHILDREN OUT OF SCHOOL FOR A HOLIDAY MAY BE ISSUED WITH A PENALTY NOTICE.

CONTACT THE SCHOOL IF YOU ARE EXPERIENCING DIFFICULTY GETTING YOUR CHILD TO ATTEND SCHOOL.

WORK WITH THE SCHOOL AND ANY OTHER AGENCIES OF SUPPORT TO RESOLVE ANY DIFFICULTIES WHICH MAY AFFECT REGULAR SCHOOL ATTENDANCE.

**CHILDREN ARE
INVITED TO
COME TO SCHOOL
DRESSED AS
A ROCKSTAR!**



**£2 WILL BE ADDED TO YOUR
SCHOOL MONEY ACCOUNT.**

**27TH OCTOBER 2023
SAVE THE DATE**





Designated Safeguarding Lead: Mrs Bennett

I need help! I am worried.



Who can I talk to?

Deputy Designated Safeguarding Team



Mr. McCoy
Head Teacher



Mr Davies
Assistant Head



Mrs Stroud
Assistant Head

Pastoral Safeguarding Team



Miss James
UKS2 Lead



Mrs Lakey
Children & Families
Community Support
Worker



Mrs Eccleston
Attendance Officer



Mrs Bridge
The Hub

I need to share ..

IF YOU ARE CONCERNED ABOUT A CHILD OR CHILDREN AT SHERDLEY YOU CAN INFORM ONE OF THE SAFEGUARDING TEAM.

YOU CAN SHARE ANY CONCERNS WITH ANY MEMBER OF STAFF IF YOU FEEL MORE COMFORTABLE OR FAMILIAR WITH THEM.

Top Tips for SETTING BOUNDARIES AROUND GAMING

If your child loves video games, then you'll probably be aware that how long they spend gaming – and what they're actually playing – can occasionally become a source of concern or conflict. The UK's trade body for interactive entertainment, Ukie, has recently launched a campaign to promote safer and more responsible gaming among young people – with parents and carers helping by setting sensible and fair boundaries. Our guide has tips on key areas where you could agree some healthy ground rules for your child's gaming activity.

PROMOTE SAFER GAME CHOICES

Deciding which online games are OK – and which should be avoided – is tricky. Some titles allow children to cooperate or compete with strangers, which creates potential risks. Watching your child play online for a while could provide more insight into a particular game, while the parental controls on most consoles allow you to limit who can chat to your child or send them friend requests. Remind your child of the hazards around strangers online when you discuss this boundary with them.

ENCOURAGE REGULAR BREAKS

Help your child understand the need to take regular breaks, playing in shorter bursts rather than marathon sessions. Bear in mind that some games (such as role-playing games) require time investment from the player, while others (online team games, for example) can't be stopped or paused at a moment's notice. A quick break every hour or so is good practice, and you could suggest some things to do in these breaks, such as having a drink of water or getting some fresh air.

AGREE SPENDING LIMITS

There's no doubt that gaming can be expensive, and younger players often don't realise how much paying for digital items and subscriptions can add up to. Many young gamers love to buy new skins or upgrades for their character, so you could settle on a fixed amount that your child is allowed to spend on in-game items each week or month. This sort of boundary will not only help your child to manage their expectations but will also make you more aware of the price of these items.

DISCUSS AGE RATINGS

Children often ignore the age ratings on games – or are unaware they even exist. If you're happy with your child playing a particular game even though it's rated above their age, then establish that as a boundary; emphasise that you've made an exception, and talk about what age ratings mean and why they're important. You could add context to this boundary by browsing games' boxes together while shopping, discussing why some games might have earned certain age ratings.



FACTOR IN FRIENDS

If your child is a keen video gamer, the chances are that they'll have other gamers among their social circle, too. When friends visit, do they instantly dash to their console or computer? You could put boundaries in place before their guests arrive by agreeing on a length of gaming time. Bear in mind, though, that they may try to extend this once they're together. Try coming up with activities or challenges for them during screen breaks – if they join in, they earn a little extra time on their game.

ENJOY GAMING TOGETHER

Setting time aside to play video games together can be an enjoyable bonding exercise. Undeniably, some young gamers may be less enthusiastic about a parent or carer joining in, but it can be a productive way of encouraging them to share their hobby with you. Setting goals or tasks might be useful; if they love Minecraft, choose something to build together; if Fortnite's their favourite, ask to try out some of the fun game modes, like Prop Hunt, which don't require high skill levels.

TALK ABOUT EMOTIONS

Help your child to monitor their emotions as they play. Discuss what is (and isn't) an acceptable level of competitiveness to show while gaming. Are they allowed to trash talk other players, for example? Can they notice when they get angry if they lose? Do they think these emotions are healthy? Some games can provoke anger, but others can bring joy, humour and the thrill of overcoming a challenge. Try to steer your child towards games that tend to produce these more positive feelings.

BE PREPARED FOR TROLLS

A frequent problem when gaming online is other players who are deliberately troublesome. Make sure your child knows how to report and block someone who makes their experience a negative one. Between you, decide if or how they should deal with these online trolls. Talk about where your child's boundaries are in terms of what they think is acceptable: what behaviour by other users is merely frustrating, and what crosses the line to become upsetting or abusive.

Meet Our Expert

Daniel Upscombe is a writer specialising in technology, video gaming, virtual reality and Web3. He has also written 15 guidebooks for children, covering games such as Fortnite, Apex Legends, Valorant, Roblox and Minecraft. With work published by the likes of PC Gamer, Kotaku, Pocket Gamer and VG247, he has reviewed more than 50 games and products over the past year.



Source: <https://hipal.app/about/privacy.html>

NOS National Online Safety®
#WakeUpWednesday

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/NationalOnlineSafety

@nationalonlinesafety

@national_online_safety

GRADUATED APPROACH STAGES FOR BEHAVIOUR / SEND / SAFEGUARDING CONCERNS

IN ORDER TO ENSURE THAT ANY AND ALL CONCERNS ARE RESPONDED TO EFFICIENTLY, A GRADUATED APPROACH HAS BEEN IMPLEMENTED AT SHERDLEY PRIMARY SCHOOL. THE FOLLOWING 5 STAGES DESCRIBE HOW WE WILL LOOK INTO AND DEAL WITH ANY CONCERNS. ALL CONCERNS SHOULD BE RESPONDED TO IN A TIMELY MANNER AND RECORDED ON THE SCHOOL'S CPOMS SYSTEM.

Stage 1 – Class Teachers	
<p>Class teacher to record any concerns on CPOMS (actions to be also added) and follow up agreed actions.</p> <p>If unresolved, this must be passed onto relevant staff in Stage 2 immediately.</p>	<p>Include the following:</p> <ul style="list-style-type: none"> • The incident / class teachers' action /LSAs action • Talk to the child / talk to parents & record outcomes • Agree timescales and record • Possible resolution and outcomes / next steps • If unresolved move to Stage 2
Stage 2 – Phase Leaders EY – Mrs Baxter / KS1 – Mrs Fleming / Lower KS2 – Mr Hughes / Upper KS2 – Miss James	
<p>Escalation to Key Stage Leader (or another KS Leader if stage 2 was a leader).</p> <p>If unresolved, this must be passed onto relevant staff in Stage 3 immediately.</p>	<ul style="list-style-type: none"> • Contact parents and discuss the previous stage • Arrange follow-up meeting or phone call • Record resolution and outcomes • If a SEND concern, escalate to Mrs. Stroud • If unresolved move to Stage 3
Stage 3 – Assistant Headteachers - Mrs Stroud (SENCO) / Mr Davies	
<p>If behaviour is SEND <u>related</u> please contact Mrs Stroud. For Safeguarding and/or multiple concerns escalate to Deputy Headteacher - Mrs K Bennett.</p> <p>If unresolved, this must be passed onto relevant staff in Stage 4 immediately.</p>	<ul style="list-style-type: none"> • Review previous stages • Communicate with parents and arrange a meeting to discuss • Arrange follow-up meeting or phone call • Record resolution and outcomes • If unresolved move to Stage 4
Stage 4 – Mr McCoy Or Mrs Bennett	
<p>Escalation to Head of School – Mrs Bennett</p> <p>Escalation to Executive Headteacher – Mr T McCoy</p>	<ul style="list-style-type: none"> • Review previous stages • Meet with parents and discuss • Record next steps • Arrange follow-up meeting or phone call • Record resolution and outcomes • If unresolved provide parents with a copy of the school's Concerns and Complaints Policy and move to Stage 5
Stage 5 - Governors	
<p>Implement the Concerns and Complaints Policy</p>	<ul style="list-style-type: none"> • Parents to complete a complaints form that will then require the policy to be implemented

NB - AT ANY POINT IN THE ABOVE STAGES SHOULD THERE BE A RISK OF SIGNIFICANT HARM A DESIGNATED SAFEGUARDING LEAD SHOULD BE INFORMED IMMEDIATELY.