

WOODHAM BURN PRIMARY SCHOOL NEWSLETTER 11TH OCTOBER 2024

WWW.WOODHAMBURNPRIMARY.DURHAM.SCH.UK

Message from Mr Sparrow

It has been great to see children working so hard this week. I have seen some fantastic activities going on in school. No more so than the Stone Age workshop that took place in Year 3. I have also had the opportunity to interview for Head Boy and Head Girl.

Fruit

Just a polite reminder that KS2 pupils can purchase a piece of fruit for 20p to have during breaktime. Children can bring in 20p a day or just bring a pound for the week.

Nursery

In nursery our topic this half term is 'Who am I'. We have been learning about ourselves, our families, our homes and being part of a community here at Woodham Burn. It is important that the children develop this sense of belonging.

This week we have been learning how to care for and look after our nursery pets: 2 fish and 3 giant African land snails. The children have shown what 'caring caterpillars' they are, and we decided to visit the pet shop to purchase 2 new fish to add to our Nursery fish tank. We also bought some tasty vegetables for our snails. The children went prepared with a shopping list and remembered everything on the list, including flowers to plant in our nursery garden.



Message from Mr Sparrow

After School Clubs have started this week! It has been wonderful to hear all the children talking so enthusiastically about the new clubs. From rave club to Harry Potter Club, we are thrilled to see so many children signing up and having fun. None of this would be possible without our staff who have gone above and beyond to provide additional activities for our pupils! A big thank you!



Reception Starters 2025

Are you looking for a reception place for your child in 2025?

If so, please feel free to come and visit us and see what we have to offer on Tuesday 12th November 2024 at 4:30.

We believe that all children are welcome and seek to create an environment where all pupils are valued and given the best possible chance.

Key Dates – Autumn 1

14/10/24 - Halloween Disco
12/10/24 - Potential Reception Starters 2025
18/10/24 – Whole school panto – Peter Pan
18/10/24 – Show Raisim the Red Card – (children can wear red)
22/10/24 – Parents evening
25/10/24 – Break-up for half-term

Key Dates – Autumn 2

4/11/24 – Return to school
6/11/24 – Photo day
12/11/24 – Potential new starters visit
12/12/24 – Whole school Glow Show (Christmas Jumpers)
17/12/24 – Christmas fair
18/12/24 – Christmas Dinner day (Christmas Jumpers)
19/12/24 – Disco/Party Day (Christmas Jumpers)
20/12/24 – Break for Christmas

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include tummy aches, headaches, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and spent away from screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

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®

Source: See full reference list on guide page at nationalcollege.com/guides/school-avoidance

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 17.05.2024