

Reading

Reading is one of the core drivers in the Houndsfield curriculum as it is both a skill that underpins learning across the curriculum and can be a really enjoyable activity. Your child will need their book bag in school everyday to bring reading books to and from school. They need to practise reading EVERYDAY. Just a few minutes reading makes a huge impact. Please also make sure that practise at home is recorded in your child's Reading Record.

KS1&2 Parents Evenings—week commencing 10th February

Appointments have been sent home for parent consultations. Please make sure that you arrive at school in good time so that you can make your way to your child's classroom and have a look at their work before meeting with the teacher. Meetings are scheduled to last 10 minutes. If you need a longer conversation a further meeting may be arranged.

School Trips and Visits

Thank you for supporting the additional trips and visits we have arranged. We always try to keep costs as low as possible for families. Please come and speak to member of the office team if you are finding it difficult to pay for a school activity.

Dates for the Diary

13th February 2020:
School closes for INSET and half term

Please see the school website for term dates & DO NOT BOOK HOLIDAYS DURING TERM TIME.

School Uniform

PLEASE make sure that your child comes to school in correct uniform every day.

NO hoodies or branded clothes

NO jewellery except for a small plain earrings which the child can remove themselves for PE

BEHAVIOUR EXPECTATIONS

We are working very hard to help our children to show respectful and kind behaviour towards each other and to deal with conflict calmly and appropriately. We also expect adults to behave in a way that keeps our school safe for everyone. Please remember that we are all role models for our children.

Respect Equality Achievement Courage Honesty

Flying Families

We are really excited about the launch of our exciting project with Scarabeus, Aerial Artists, Flying Families.

The project starts on 6th February at 3.30pm.

SCARABEUS
AERIAL
THEATRE



Please watch their film:

Attendance January 2020

TTs am	80	2F	94	4W	94
TTs pm	80	2H	94	5J	95
N am	84	2T	94	5G	95
N pm	84	3M	94	5U	96
RB	94	3G	92	6H	90
RW	88	3K	96	6J	95
1G	91	4T	93	6N	96
1NG	88	4SW	91	Whole school	93

Healthy Internet Use

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

SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.



1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

2 ASK TWICE

The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.

Are you sure?

6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'

3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.

8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.

4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.

5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.

10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



Sources of Information and Support

- Your GP
- Young Minds <https://youngminds.org.uk/>
- <https://www.nhs.uk/conditions/stress-anxiety-depression/>
- <https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>
- <https://www.themix.org.uk/mental-health>