



HEADTEACHER'S WEEKLY BULLETIN

"For I know the plans I have for you... plans to give you hope and a future"
Jeremiah 29:11

ISSUE NO. 30: 17 May 2024

DIARY DATES

Mon 20 May	2.45pm Information Session for Ladybirds Parents Re: Phonics Checks
Fri 24 May	INSET Day—school closed for staff training
w/c 10 Jun	St Peter's Health & Wellbeing Week
Mon 10 Jun	First Aid Workshops—please bring your teddy to school
Fri 14 Jun	Bring Your Dad to School morning—details to follow 1.30pm Sports Day—All welcome
Sat 22 Jun	1.30—4pm St Peter's Family STEAM Funday
Wed 26 Jun	Pause Day: St Peter
Fri 28 Jun	Reserve Sports Day in case of poor weather 14/6
Mon 1 Jul	3.15pm Busy Bees Friendship teatime in Tandridge Village Hall—all welcome



THINGS TO CHECK THIS WEEK:

- Please NAME everything brought into school including ALL items of clothing and WATER BOTTLES.
- Named sunhat in school
- Suncream applied before school
- Check for head lice

HAPPY BIRTHDAY TO...

Nancy (age 7)



Dear Parents and Carers,

I know I seem to say this a lot, but the time is speeding away and we only have 1 week left before we reach the last half of the summer term. As we do this, please can I ask that all your wonderful children keep doing sunshine dances to ensure that in the last half term, the sun stays with us, and we are able to fulfil all the exciting activities we have planned for them. This includes our Health and Wellbeing Week concluding with 'Bring Your Dad to School' and Sports Day. To date I can't remember ever having to use our Reserve sports day, so am really hoping that this remains the case this year.

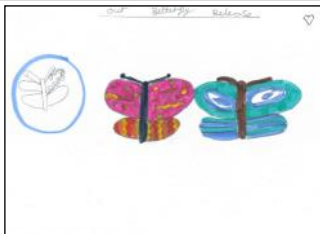
On Wednesday the Ladybirds spend an exciting day at Big Wood Estate. This is a hidden gem at Ardenrun, Tandridge Lane. (Please also see flyer below.) The children were treated to lots of information about seeds and how they are spread around the world by different methods. They learned about different birds and animals that live in the local habitat as well as meeting 12 delightful 3-week-old saddleback piglets. So cute! The children explored the grounds; going on a scavenger hunt and then walking into the woods to see the work that the estate is doing to support the sustainability of different habitats of wildlife and minibeasts. It was a truly fantastic day, which we hope to follow up in the autumn term, where the children will be able to see how the different trees and seedlings have developed/ changed from the summer to autumn seasons.

"May flowers always line your path
and sunshine light your day.
May song birds serenade you
every step along the way."
Irish Blessing



"Go out, go out I beg of you, and taste the beauty of the wild. Behold the miracle of the earth with all the wonder of a child." Unknown

Yesterday the Dragonflies led a lovely, poignant Collective Worship centred around relationships that are important to us. They thought about the people and animals that are especially important in their own lives, drawing pictures to show them, before looking at the special relationship they have with God. They were able to highlight the relationships that Jesus formed, as told through Bible stories, before singing, very aptly, 'He's got the whole world in his hands' – chosen by the class themselves. Thank you so much Dragonflies.



"CHANGE IS A BEAUTIFUL THING,' SAID THE BUTTERFLY."

The children in Years 1 and 2 have also been very carefully looking after caterpillar lava, watching them with avid interest as they have turned into beautiful butterflies over the last few months. They were released with some sadness on Wednesday but the children knew they would have a wonderful life in the countryside around them.

Caterpillar: The Feeding Stage - The job of the caterpillar is to eat and eat and eat. As the caterpillar grows it splits its skin and sheds it about 4 or 5 times. Food eaten at this time is stored and used later as an adult. Caterpillars can grow 100 times their size during this stage. For example, a monarch butterfly egg is the size of a pinhead and the caterpillar that hatches from this tiny egg isn't much bigger. But it will grow up to 2 inches long in several weeks.

Pupa: The Transition Stage - When the caterpillar is full grown and stops eating, it becomes a pupa. The pupa of butterflies is also called a chrysalis. Depending on the species, the pupa may suspended under a branch, hidden in leaves or buried underground. The pupa of many moths is protected inside a cocoon of silk. This stage can last from a few weeks, a month or even longer. Some species have a pupal stage that lasts for two years. It may look like nothing is going on but big changes are happening inside. Special cells that were present in the larva are now growing rapidly. They will become the legs, wings, eyes and other parts of the adult butterfly. Many of the original larva cells will provide energy for these growing adult cells.

Adult: The Reproductive Stage - The adult stage is what most people think of when they think of butterflies. They look very different from the larva. The caterpillar has a few tiny eyes, stubby legs and very short antennae. The adults have long legs, long antennae, and compound eyes. They can also fly by using their large and colourful wings. The one thing they can't do is grow. Most adult butterflies live only one or two weeks, but some species hibernate during the winter and may live several months.



"Tell me and I forget, Teach me and I remember, Involve me and I learn"

- Benjamin Franklin -

CLASS NEWS

BUSY BEES

This week Busy Bees have been learning all about trees. We explored the story "The Last Tree" by Emily Haworth-Booth, a beautiful and poignant environmental story about our relationship with the natural world. We also painted some lovely cherry blossom tree art work. In Maths the focus has been on teen numbers. Busy Bees have loved using their toes as well as their fingers to explore teen numbers. We played "Mystery Cups" in our outdoor learning activity to carry on exploring teen numbers. In RE we learned about Pentecost, the power of the Holy Spirit and why it is important for Christians. We made flame pin wheels to represent the Holy Spirit.

LADYBIRDS

Ladybirds have had another fantastic week. We went on a school trip on Wednesday to Big Wood Estate, where we had the opportunity to learn about different types of trees, their leaves and seeds. We took a walk through the woods and even got to meet some pigs! They were very cute! In R.E. we have been studying Judaism and we have been looking at the festival of Shabbat. A big thank you to Joseph's parents for buying us some Challah bread to try. We all thought it was really tasty. We also released our butterflies. We really enjoyed observing the process and we were very excited to watch the butterflies fly away.

DRAGONFLIES

Dragonflies have had a busy week! We have continued practising Maypole dancing: we have learnt the introductory dance and the opening dance. We are now starting on the second dance. In Maths we have looked at rounding to the nearest 10 and then using this to estimate. E.g. If you know 12 rounds to 10 and 27 round to 30, you can estimate 12 + 27 will be close to 40. This is useful when checking if answers to questions are plausible or not. In English we have continued looking at how to start sentences in different ways. We really focused on the use of interesting adverbs to do this, as well as using time as an opener. Although we haven't had a focused History lesson this week, we have been doing short bursts of quiz style questions. The children's retention of dates and facts is amazing! I will be setting them a Kahoot Quiz soon so they can show this off at home. In Science we have looked at our lemon trees now they have been re-potted and joined Year 1 to watch their butterflies being realised. We led Collective Worship for the whole school yesterday and explained the concept of Special Relationships really well, linking it to the stories Jesus told. Well done Dragonflies!

STILL TO COME:

Friday 14 June Bring Your Dad to School & Sports Day

Dad's please do save the date: We would love for dads to join us in the morning from 10am, where they will participate in a series of activities with the children (in their school Houses) before joining the children (if they wish) for a picnic style lunch on the field before our Sports Day events in the afternoon. We do ask that Dads, if you are joining the children for lunch, you bring your own lunch please. Further details will be sent out in the first week back after half term.

Monday 1 July Busy Bees Friendship Teatime

This may seem a little way off, but they have been growing pumpkin seeds to sell. Wow! They have seriously taken off and we are very impressed with the height of them already. Make space in your garden, you are definitely going to want one of them! Everyone is invited to join the Busy Bees for this lovely after school event. Enjoy a cuppa, a piece of cake and catch up with friends in the sunshine (hopefully!).

I hope you all have a brilliant and restful weekend.

God Bless, *Lenia Greenaway*

HOMEWORK



Busy Bees: Teen Numbers

Ladybirds: Reading

Dragonflies: Rounding

For more light in the day, we thank you,
 For gentle mornings, we thank you,
 For nighttime conversations, we thank you,
 For friends and family, we thank you,
 For gardens and all manner of creatures, we thank you.
 Help us, Creator, and lover of our souls.
 Help us love this earth.
 Help us dwell wholeheartedly in our lives this day.
 Help us pray as we walk, work, play, rest, and create.
 Amen.



ST PETER'S CHURCH, TANDRIDGE



SUNDAY 19 MAY

11am All Age Worship

4.30pm Café Service @ St Mary's

6.30pm Evening Prayer

Phone: 01883 714263

Email: stmaryoxted.stpetertandridge@gmail.com

https://stpeterstandridge.uk/Groups/343723/St_Peters_Church.aspx

Thank you to Adeline's grandparents for their donation of plants for our Gardening Gang. We have had lots of fun planting them and will watch them grow with excitement.



PARENT & CHILD NATURE AND HABITAT WORKSHOP
 DATE: 30TH MAY
 TIME: 9AM - 12PM
 LOCATION: ARDENRUN FARM, ARDENRUN, LINGFIELD, RH7 0LN
 AGE: 8-14 YEARS OLD (MUST BE ACCOMPANIED BY AN ADULT)
 LIMITED SPACES AVAILABLE - TO BOOK THIS FREE WORKSHOP PLEASE VISIT:
<https://www.eventsbrite.co.uk/e/PARENT-CHILD-NATURE-AND-HABITAT-WORKSHOP>
 TICKETS: 904760873277APP=000TTCREATOR

St. Peter's C of E Infant School

FAMILY STEAM DAY

June 22 13:30 - 16:00 (Gates open at 12:15)

SCIENCE TECHNOLOGY ENGINEERING ART MATHS

£5 per child (3-11 years)

OPENING WITH THE LEGENDARY MAYPOLE EXTRAVAGANZA

bring lots of spare change for DRINKS, SNACKS & FETE GAMES to enjoy!

Fun for the whole family!

WorshipLAB

Mineworks Surrey
 Barnardo's Surrey Neurodevelopmental Services

Are you a parent or carer in Surrey of a young person who presents with ADHD behaviours?

Our helpline is here to support you, no referral needed.

0300 222 5755
 Free to call, press option 4
 5pm-11pm 365 days

Our trained helpline practitioners are able to support with a variety of concerns:

- Sleep Concerns
- Procrastination and Bullying
- Depressive Thinking Behaviours
- Attention Issues
- Communication with Family or Friends
- Risky Behaviours

Speech bubbles:

- "How can I set boundaries with my 11 year old with screen time? They are on their iPad all the time after school and it noticeably makes them grumpy."
- "My son cries every time I drop him off at school, he seems to be anxious. How can I help him?"
- "My children fight and argue all the time and I feel hopeless. What can I do to make family life better for us?"
- "My son is getting so many detentions and now refuses to go to school, how can I help support him and get the school to understand?"
- "My son is 5 years old, he is diagnosed with autism but we are seeing a lot of ADHD behaviours too, best time is such a battle he often can't sleep until 3pm. How can I help him?"

HOUSE TEAM POINTS

SOUTHWARK Well done 50	LANTONSBURY 40	YOKE 51
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CHILD PROTECTION CONTACT CENTRE

At St Peter's we take the safety and well-being of every child very seriously. If you are ever concerned about a child please speak in confidence to our Designated Safeguarding Lead, Miss Greenaway or our Deputy Designated Safeguarding Leads, Mr Atterton and Mrs Vaquinhas. If you feel you have not had a satisfactory response from us to any child protection issue, please phone the contact centre on:

Tel: 0300 200 1006

"Safeguarding is Everyone's Business"

Emergency information regarding the school will be announced on HEART RADIO 102.7FM

01883 712439

hello@stpetersinfant.org

www.stpetersinfant.org



Southwark Diocesan Board of Education
 Supporting Christian Education



What Parents & Educators Need to Know about SCHOOL AVOIDANCE

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

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 complaining of a tummy ache, headache, 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 which is 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 limited time on 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.

MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

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.



The National College

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

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