

6th September 2024

Dear Parents / Carers,

It has been a great pleasure this week to welcome all of the children back into School. They have settled quickly into their new classes and are already tackling their work with their customary enthusiasm and resilience. It was particularly pleasing to see how quickly the children in Early Years settled into their new routine of coming to School to begin their educational journey with us.

We are pleased to welcome Miss Robinson into our school family as one of our Year 1 class teachers. We also welcome back Mrs. March and Mrs. Henney from their maternity leave.

We continue to work with the children on our new school vision which we hope will enable them to be the best that they can be. For our new parents and carers I have put information about this later in the flyer. Further information is available by [clicking here](#).

As I am aware that the first week of term sees a huge increase of photos of children in their new uniforms on social media I have attached some useful information about photo sharing online later in the flyer.

As we start the new year I would like to remind you of the importance of your child having good attendance at School. The Government say: *'Every child has the right to a good education. We want our children to thrive, and to be healthy and happy. For this to happen the majority of young people need to be attending school, seeing their friends, and learning in the classroom. Most children in England agree with this assessment.'*

Next week we will also be sending out our Home School Agreement electronically. This will be a Google Form and you can agree with the agreement by clicking in the form. I would ask that you read it and share it with your child(ren) as there is a specific section for them.

Thank you to everyone who has donated spare uniform for our pre-loved uniform stand in the entrance. At the moment we are unable to accept any further donations.

Please check out our calendar for the coming year. I would remind parents that these dates are subject to change. Further dates will be added as time goes on.

There is a four way tie for the best attendance this week with Nursery, Year 2, Year 5 and Year 6 having an amazing attendance of 100%!

I hope that you enjoy reading this flyer and have a relaxing weekend.

Mr. A. Wheatley,
Headteacher

Attendance Matters



ATTEND today...
ACHIEVE tomorrow...
ATTENDANCE matters.

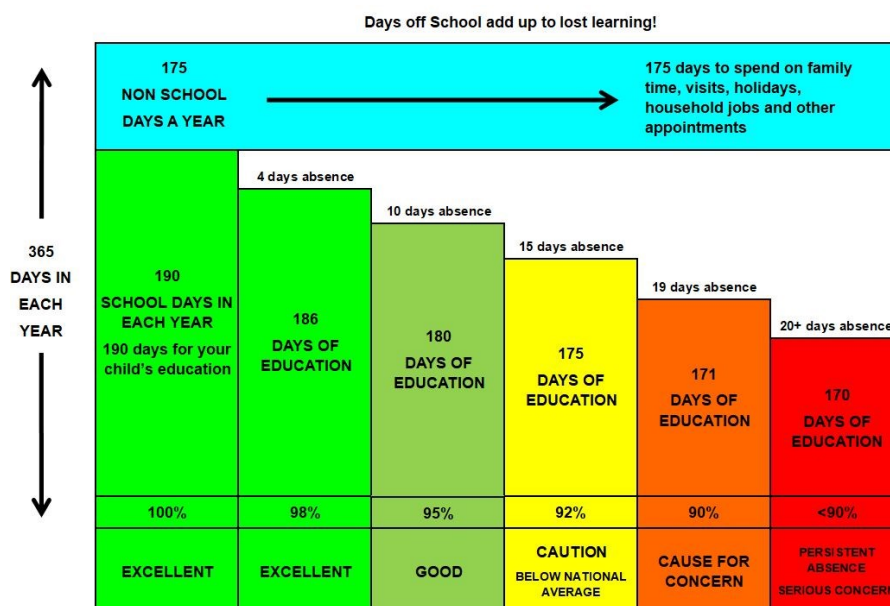


We continue to focus on attendance and punctuality so please remember that our School starts at 8.55am (9am for Nursery) and anyone arriving after this time will be marked as late.

Attendance for this week is summarised below:

Class	Attendance this week	Attendance this year	Class	Attendance this week	Attendance this year
Nursery (Hedgehogs)	100%	100%	Year 3 (Gibside)	98.4%	98.4%
Reception (Owls)	96.3%	96.3%	Year 4 (Lindisfarne)	95.4%	95.4%
Year 1 (Wallington)	99.6%	99.6%	Year 5 (Bamburgh)	100%	100%
Year 2 (Cragside)	100%	100%	Year 6 (Dunstanburgh)	100%	100%

Please see the graphic below which shows the significant impact of absence over time.




'Whatever you do work at it with all your heart'



Wow, what a brilliant week we have all had in Nursery. It has been so lovely welcoming our new children. You have all settled so well and we are so proud of you! Our older children have been brilliant role models too! Well done Hedgehogs!



PIC • COLLAGE

What a wonderful first week back with our new Owls 
They have all settled in absolutely brilliantly; we have loved spending time beginning to get to know you and you have loved showing us the many things you can do!

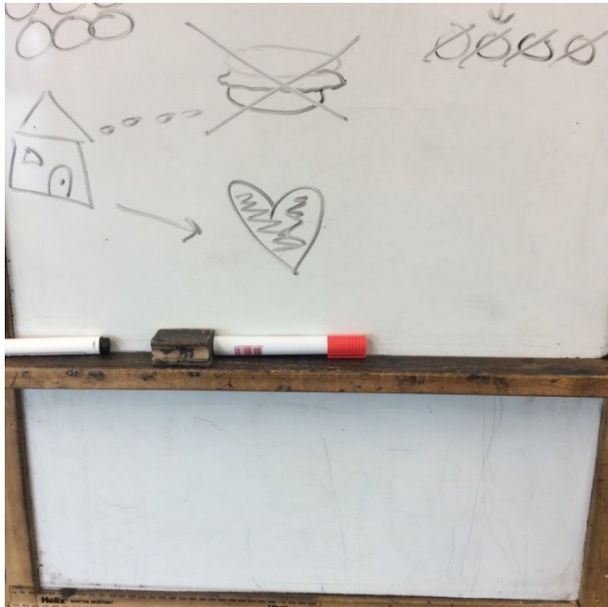


Whatever you do work at it with all your heart

Colossians 3:23

Learning about the Lost Son in Year 1

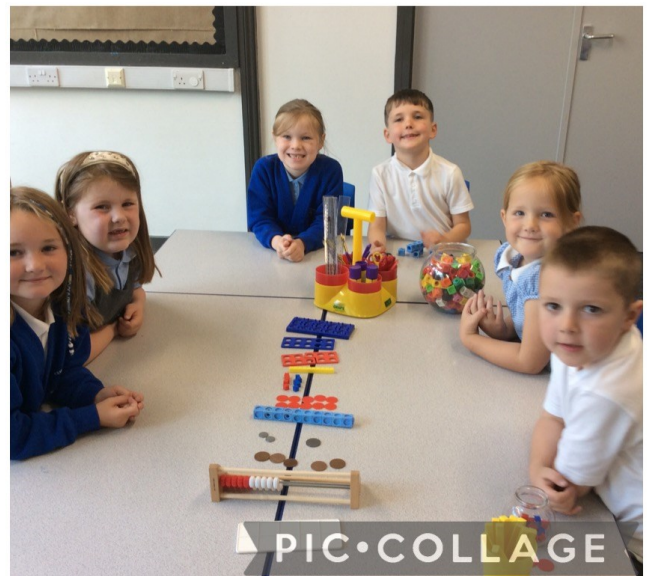
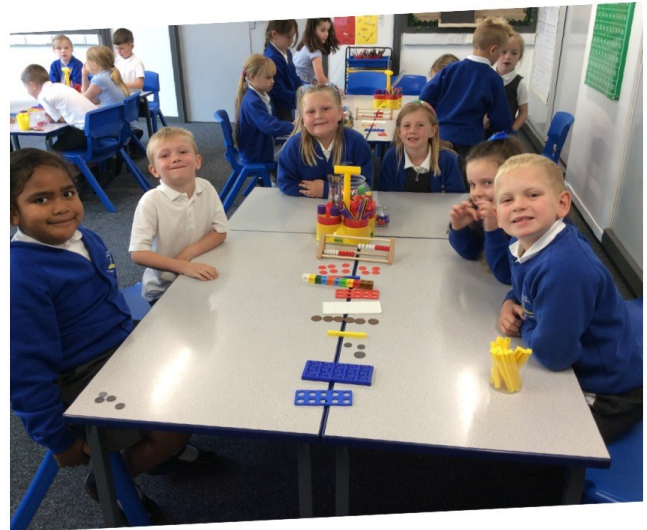
What an amazing first week back we have had in Year 1! This week in RE we have been learning about the parable of the Lost Son. We then created a story map to help us remember what happened and we discussed how the parable is about forgiveness. Then we took it in turns to become the characters in our puppet show and perform the story to our peers.



PIC•COLLAGE

A Great Start in Year 2

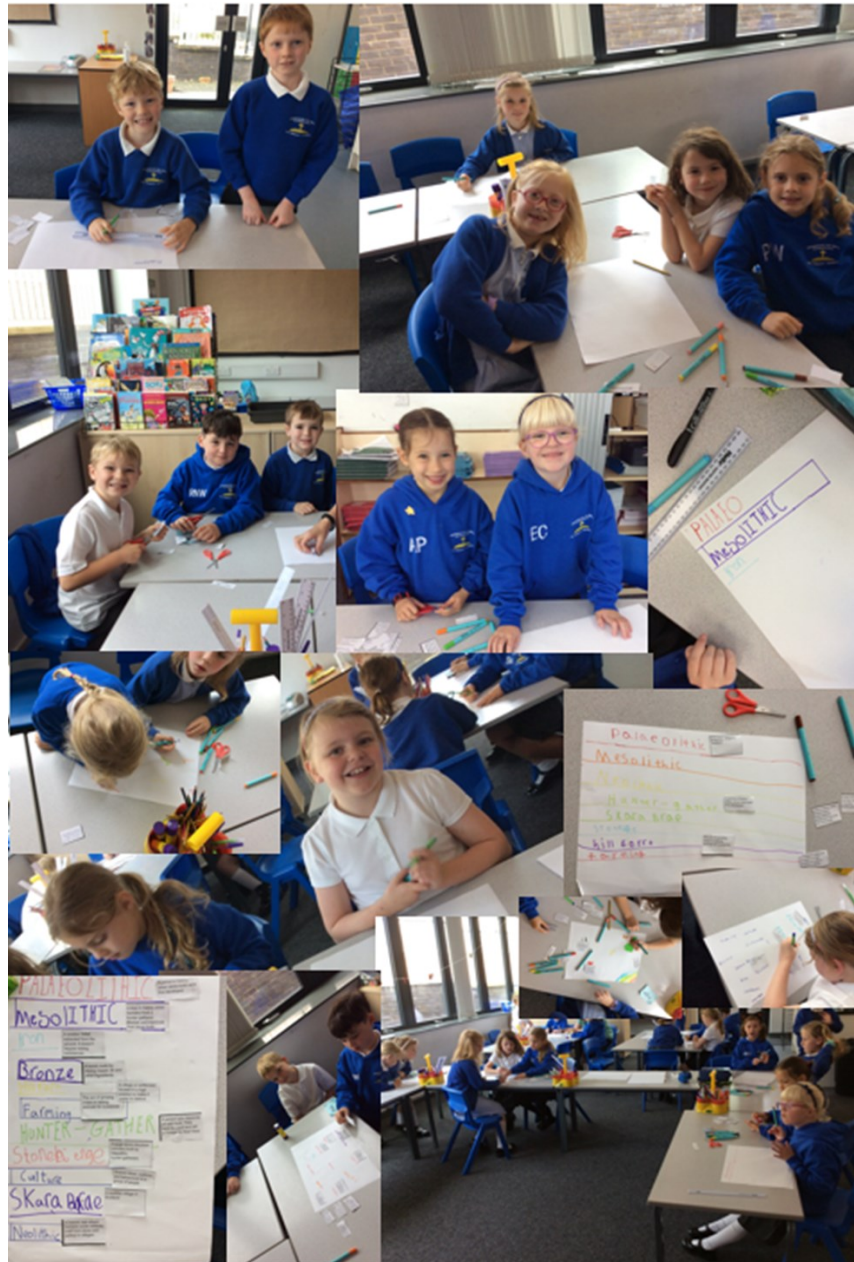
Year 2 have had a brilliant start to the new academic year; working really well together, learning new routines and enjoying the start to our topic. In Maths, we have been thinking about how we can be efficient by using one lot of ten rather than ten lots of ones. Well done Year 2 for a great start to the year!

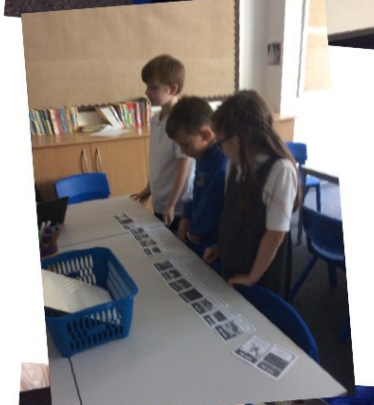
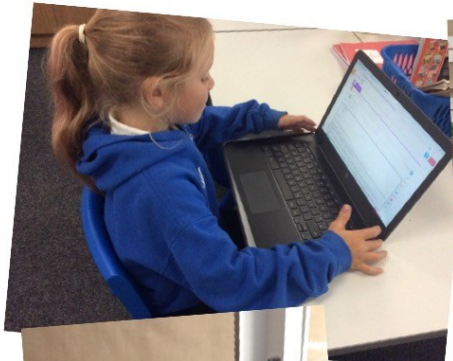


A Great Start in Year 3

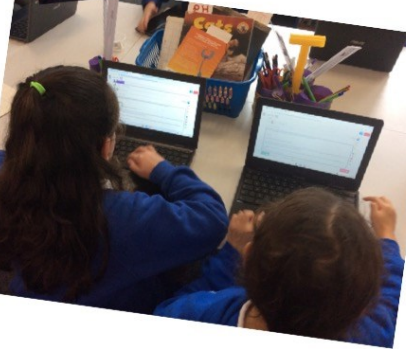
Year 3 have had a simply fabulous start to the Year! We have settled in to our new space and are already becoming familiar with routines and grown ups. Today, in English, we explored some vocabulary that will be helpful to us this half term. One part of the challenge was to match each word to its definition. Perhaps the bigger challenge, we had to be resilient and persistent to not be overwhelmed by these tricky words!

Thanks for a gorgeous week, Year 3! We already can't wait to see what next week holds...





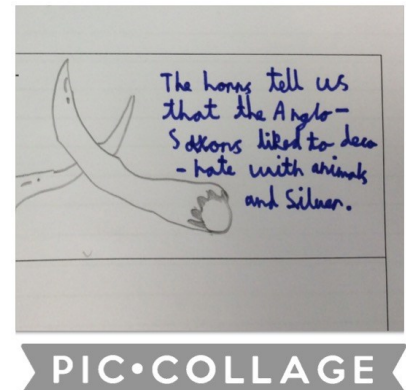
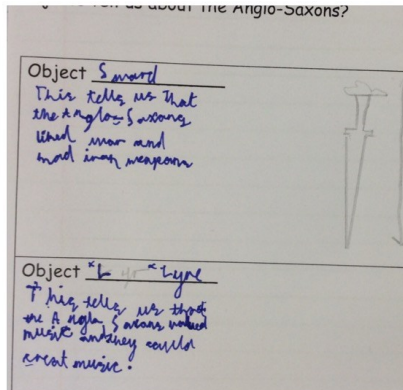
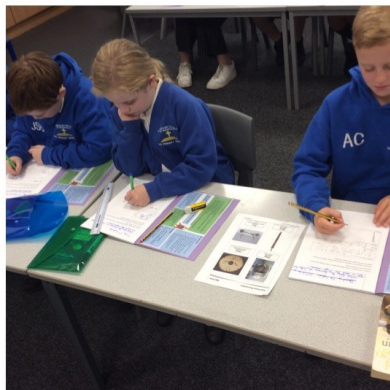
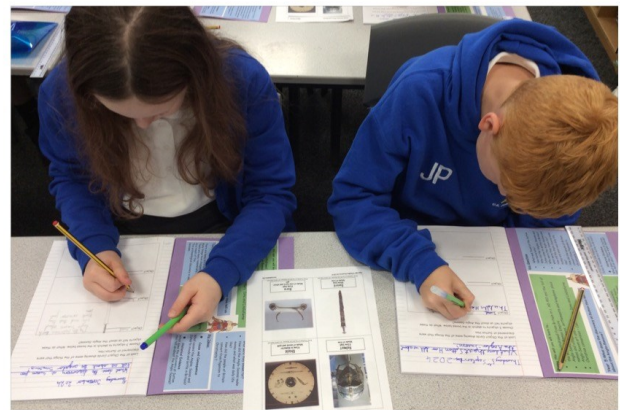
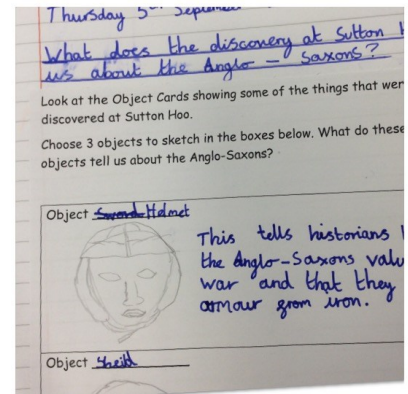
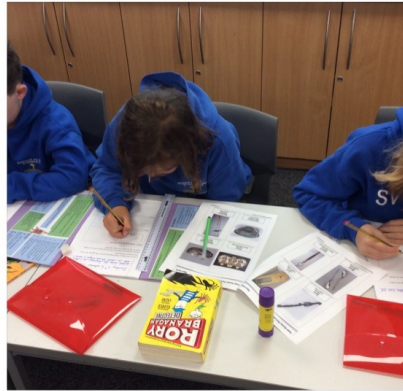
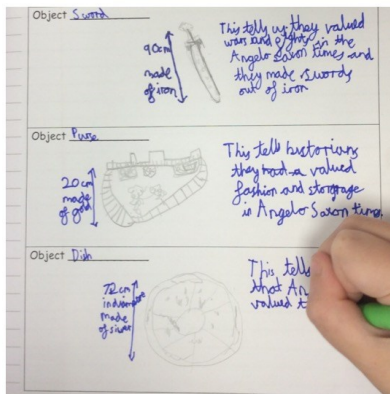
What a fab week!
Meeting the
new year 4 has
been lovely,
everyone has
settled in
really well and it
has been
great getting to know
the children better!
We've started
our new
topic The Romans
and everyone
has been super
enthusiastic.



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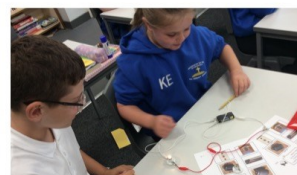
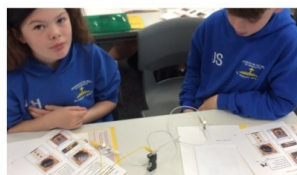
The Anglo Saxons with Year 5

This week, Year 5 have enjoyed starting our new History topic of the Anglo-Saxons. We have been looking at the archaeological discovery that was made at Sutton Hoo and how that has impacted our understanding of this era of British history. Children have sketched and identified important objects that have been discovered and what that tells historians about Anglo-Saxon society.



A Busy Week in Year 6!

A great start to the year for Year 6! We finished our personality swirls from moving up morning to make a new display in our room. We also produced a poster of our interests and some of us presented these to the class. Then, we finished the week with our first Science lesson where we recapped our knowledge on simple circuits.



PIC • COLLAGE

Our School Vision



'Let all that you do be done with love'

1 Corinthians 16:14

We have been working hard this year to revise our school vision to ensure it is in line with our school and community. We believe that love sits at the heart of everything that we do and we have broken this down into 4 areas which are underpinned by scripture.

To read more about our vision and how we see it being worked out in each of the four sections please [click here](#).

The children have been exploring what it means to them through Collective Worship.

Many thanks to JUMP who professionally drew our vision graphic.

Red Cypher Charity

I was pleased this week to receive a handwritten card from Andrew Bude on behalf of the Red Cypher charity. This charity specifically supports serving personnel and veterans of the 3rd Royal Horse Artillery who are currently based at Albemarle Barracks. Following your generous donations at Armed Forces Day in June we were pleased to be able to once again support their valuable work. As the armed forces do so much to keep our country safe it is always wonderful to recognise their often difficult and dangerous work through supporting this charity.



Dear Mr. Wheatley.

Once again I find myself writing to thank you, your staff and the entire school for your incredible efforts in raising £560 and your generosity in donating it to Red Cypher.

This year we have supported both serving soldiers and veterans in hardship. Your kind donation will help a soldier who recently left the army with significant mental issues. Both Red Cypher and the Royal British Legion are supporting him.

Please pass on our thanks to all at the school.

*Warmest regards,
Andrew*

Information from Rev. Rachel at St. Andrew's Church in Heddon.



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. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about SHARING PHOTOS ONLINE

WHAT ARE THE RISKS?

School is often a time chock-full of milestones for your child, and you may well be eager to share their accomplishments with the world. In today's digital age, sharing images of such precious moments on social media is commonplace, and – while that's a lovely thing to do – it does come with some risks attached. Our guide can help parents and carers to consider the potential dangers and make informed choices about safely sharing photos of their children online.

INVASIONS OF PRIVACY

Even with the right settings in place, absolutely nothing online is 100% private. Anyone who can view your photos could take screenshots and potentially share them elsewhere. Privacy settings are still important, though, so it's always wise to ensure your social media accounts have them set up; just bear in mind that you can't completely control what happens to anything once it's gone online.

REVEALING PERSONAL DETAILS

Small details in photos can often reveal personal information. Backgrounds can give clues to where you live, for example, while school logos on uniforms, sports kits, or bags could help someone identify which school your child attends. With interactive maps and reverse image searches commonplace online, information like this could easily be misused by an individual with malicious intentions.

MISUSE OF IMAGES

Once something's been shared online, it's almost impossible to get it deleted. Photos can show up in search engine results and be downloaded, manipulated, and shared without consent. There's the potential for someone's images to be used for advertising purposes (which in many cases, isn't illegal) or even more inappropriate reasons, such as cyber-bullying or serious forms of exploitation.

ONLINE GROOMING

Pictures that convey details about your child's interests, activities, or daily routines could arm an online predator with the kind of information they can deploy to gain a child's trust. They might use this knowledge to pretend to be the same age as the child or to have a shared hobby. Essentially, the more a predator knows about a young person, the easier it is for them to invent some 'common ground'.

PRESSURE TO PLEASE

When their parents or carers share notable moments and accomplishments in a child's life on social media, some children may begin to feel an expectation to always meet certain standards, to achieve things, or to behave in ways that are 'worth sharing'. Knowing that other people (even friends and family) can see these posts on social media might also add to the pressure they're feeling internally.

IMPACT ON DIGITAL FOOTPRINT

Every photo of a child posted online contributes to their digital footprint. Young people's lives have never been so closely and publicly documented as they are now, and this permanent online presence could affect a child's future opportunities or the choices they make as they grow up – in addition to influencing how they see themselves and, consequently, their emotional wellbeing.

Advice for Parents & Carers

REVIEW SETTINGS REGULARLY

Make sure your social media's secure in terms of who can view your content or see your location (only family and trusted friends, for example). Privacy settings aren't totally foolproof, but they do make it tougher for strangers to access your pics. Reviewing your settings regularly is also a good starting point for conversations with your child about managing their own social accounts when they're older.

CHECK YOUR PHOTOS

Photos of your child shouldn't provide any clues to where they live or go to school: even a house number, street name, or car number plate could be a giveaway. Cover up or blur out school logos, too. If you really want to share a particular pic, you could post a watermarked or low-res version, which can help to discourage misuse as those images are less appealing to download or reproduce.

CONSIDER OTHER CHILDREN

When taking a group photo, make sure you get parents' or carers' permission to share it on social media. There may be an important safeguarding reason for them not wanting their child's photo posted publicly online, or it might simply not tally with their personal beliefs or cultural background. A quick conversation in advance, just to make sure, is usually hugely appreciated.

THINK AHEAD

Try to consider the longer-term implications of what you post. Would you be happy with that photo being online in 10 years' time? Would your child still be OK with the image when they're older? Once your child is mature enough, you could ask for their consent before posting; it respects their privacy, fosters trust and understanding, and helps them to start thinking about their own online life.

Meet Our Expert

Gabriella Russo is a safeguarding consultant with more than 30 years' experience working with children, families, and adults in education, local authority, and mental health settings, both in the UK and internationally. She has developed online safety training for local authorities and foster care agencies across Britain and is the online safety expert for FosterWild.



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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.

10 Top Tips for Parents and Educators SUPPORTING CHILDREN GOING BACK TO SCHOOL

Change can be hard for children to manage. Going back to school after a long summer break might cause them to feel uncertain about their friendships, school routines and relationships with new teachers. However, trusted adults play an important role in providing both practical and emotional support.

1 LEARN WHAT EQUIPMENT YOU NEED

Figure out a list of all equipment needed for the start of the school year, so you can comfortably get your hands on the necessary items in time. If children have any financial issues and receive free school meals, the school may be able to provide some monetary aid or offer other support.

2 COMMUNICATE WITH THE SCHOOL

If you notice that a child is feeling anxious about a change of teacher or school, arranging a one-to-one meeting with their new teacher can be a good way to alleviate some of the anxiety. Just knowing that they understand the child's worries and will be able to help them if the need arises can build the foundations of a good working relationship. Knowing that you can contact them with any queries can also be reassuring.

3 CHECK THE SCHOOL WEBSITE

There will be plenty of information about the start of term on the school's website to keep you updated. Furthermore, you should be able to find other useful information such as contact details for staff, important school equipment, clubs, and news about any special events on the school calendar for the year. It could be helpful to look through this with children for anything which might reassure them.

4 HELP TO MANAGE FRIENDSHIPS

If a child is feeling anxious about making new friends – especially if they're moving up to secondary school – it can be a good idea to remind them of what they could do or say when meeting new classmates. Investigating the extracurricular activities available could be a good way to open a conversation about their hobbies and pastimes, and joining such clubs could allow new friendships to be built on this mutual interest.

5 PLAN SELF-CARE

Talking to children about how they can manage their self-care can be an effective way of helping them understand its importance. This might involve playing a computer game they love with friends, a weekly visit to the library, getting to bed at the same time each night, or a range of other activities that support their wellbeing and provide the familiarity and safety of a routine that works for them.

6 MANAGE TRICKY FEELINGS

Explain that it's okay to have difficult feelings around returning to school. This can help reduce any shame or embarrassment a child might be feeling over these emotions. Emphasise that other children – even some of the teachers – will be feeling the same way. Consider practical ways to manage these feelings and help children feel more in control of their emotions. Some examples include fidget toys, breathing exercises or a notepad for doodling.

7 SECURE A SCHOOL UNIFORM

Parents and carers should try to buy a child's uniform for the new academic year well in advance of the new term (although allowing for potential holiday growth spurts) and give them time to adapt to any changes. Make sure they can comfortably change into and out of it for PE lessons. Double check the requirements for PE on the school's website, as some schools will also have requirements for PE kits.

8 PREPARE FOR TRANSITION DAYS

Ensuring that children attend transition days is a vital step in preparing for the new year. Some schools also have transition evenings for parents and carers to attend, offering extra opportunities to reach out for any additional support.

9 READ THE MENTAL HEALTH POLICY

If a young person struggles with their mental health, it's important to understand their school's mental health policy and provision to know what support is available. This should be on the school's website. A range of aid is typically on offer – from individual timetable amendments to group sessions on emotional wellbeing. You can then discuss these options with the child to reassure them that help is there if they need it.

10 LEARN ABOUT SEN SUPPORT

If a child has SEN and receives help in school, try to confirm exactly what support is available, to ensure they'll be having their needs met. If they're moving up to secondary school, it's a good idea to meet with the SENCO to ensure that all teachers receive the most relevant, up-to-date information about the child's needs and have a contact to liaise with if these change over time.

Meet Our Expert

Amy Sayer is a freelance mental health trainer for schools, an author and a content writer. She is an Associate of Diverse Educators, a fellow of the Chartered College of Teaching and ITT wellbeing coach. Amy has previously been a SMHL coach, helping many different settings audit their mental health provision and support them to create and implement a strategic plan based on the specific needs of each setting.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/supporting-children-going-back-to-school>

Dates for your Diary - Autumn Term



Wednesday 18th September 2024	Music Tuition with Mr. Reay begins.
Friday 27th September 2024	Welcome Service at St. Andrew's Church - 9.30am Early Years and Key Stage 1
Wednesday 9th October 2024	Year 6 visit to Beacon of Light
Friday 25th October 2024	Early Years and Key Stage 1 Harvest Festival at St. Andrew's Church - 9.30am
Friday 25th October 2024	Key Stage 2 Harvest Festival at St. Andrew's Church - 10.20am
w/c Monday 28th October 2024	HALF TERM
Monday 4th November 2024	TRAINING DAY - SCHOOL CLOSED
Tuesday 5th November 2024	Nasal Flu Vaccinations - Reception - Year 6
Tuesday 5th November 2024	Parents Evening
Thursday 7th November 2024	Parents Evening
Thursday 5th December 2024	Choir Christmas Concert in School Hall at 5pm
Friday 13th December 2024	TRAINING DAY - SCHOOL CLOSED

Dates for your Diary - Autumn Term



Tuesday 17th December 2024	Early Years Nativity in School Hall at 10am
Tuesday 17th December 2024	Key Stage 1 Christmas Performance at St. Andrew's Church at 1.30pm
Wednesday 18th December 2024	Key Stage 1 Christmas Performance at St. Andrew's Church at 10am
Friday 20th December 2024	Key Stage 2 Carol Service at St. Andrew's Church at 9.30am
w/c Monday 23rd December	CHRISTMAS HOLIDAYS