

Leadgate Primary School – Friday Newsletter

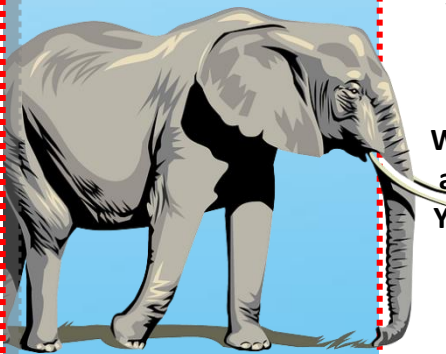
Caring, Sharing, Learning Together

Friday 3rd February 2023

1882 Circus owner P. T. Barnum buys his world-famous elephant Jumbo

1928 Paleoanthropologist Davidson Black reports his findings on the ancient human fossils found at Zhoukoudian, China in the journal Nature and declares them to be a new species he names 'Sinanthropus pekinensis' (now known as 'Homo erectus')

1966 1st soft landing on Moon (Soviet Luna 9)



Whole School Attendance Weekly Attendance figures

★ Reception = 94 % ★
 Year 1 = 90.3 %
 Year 2 = 91.2 %
 Year 3 = 90.9 %
 ★ Year 4 = 92 % ★
 Year 5 = 88.6 %
 Year 6 = 80 %



Congratulations

Well Done Reception for the best attendance in Lower School and Year 4 for the best attendance in Upper School across the whole week.

With Winter Illnesses affecting our Attendance levels over the last week or two please refer to the list below for required exclusion periods to reduce cross infection in school.

DISEASE	INCUBATION PERIOD	PERIOD WHEN INFECTIOUS	EXCLUSION PERIOD OF INFECTED PERSON
Chicken Pox	11 – 21 days	1 to 2 days before to 5 days after spots develop	For 5 days from onset of rash
Diarrhoea & Vomiting	Varies	Whilst having symptoms of diarrhoea and/or vomiting	Until symptom free for 48 hours
Head lice	Eggs hatch in 7 – 10 days	Whilst lice or eggs remain alive on host	None. Parents should be advised to treat their child at home
Influenza	1 – 3 days	Children 3 days before until 9 days after onset	Until recovered
Impetigo	4 – 10 days	Whilst lesions present	Until lesions crusted/healed or 48 hours after starting antibiotics
Scarlet Fever	1 – 3 days	Day sore throat starts to 24 hours after commencing antibiotics	24 hours from commencing antibiotics
Slapped Cheek (Parvovirus/Fifth Disease)	4 – 20 days	Before the rash appears (but probably not afterwards)	Until clinically well

School Dates

School Holiday Dates

The next school Holiday is February Half Term and the School closes on Friday 17th February and reopens on Monday 27th February.

School dates confirmed so far :

27th Jan – Year 4 Outreach Vikings Visit in school
27th Jan – Author Kylie Dixon – returns to judge competition

1st Feb – Strike Closures

6th Feb – Year 4 Captain Chemistry

6th – 10th Feb – Mental Health Week

14th Feb – Lower School Non Curriculum Day – Aboriginal Creative Day

17th Feb – Upper School Non Curriculum Day - 'Adventure along the Equator'

With : Japan – Japanese Artist

Australia - Hula Activities

India - Yoga / Meditation

South America -Animal encounter - Rainforest

17th Feb – School closes for Half Term Holiday

2nd March – Word Book Day

15th March – Golf Day sessions – EYFS and Keystage 1

17th March – Golf Day Sessions – Keystage 2

27th and 28th March – Parents evenings

28th March – Dragon visit to Lower School!

31st March – School closes for Easter Holiday

SAFER PARKING AROUND OUR SCHOOL

Dear Parent / Carer,

We accept that everyone is busy and trying to save as much precious time as possible including on the school run.

If you must use a vehicle to drop your child off at school, please:

- Keep alert to the fact that children and young people may not always cross the road safely and you may need to stop suddenly.
- Drive at a speed suitable to the road conditions.
- Park or drop off legally and responsibly.
- Show consideration to residents who may need to get in and out of their driveways and garages.
- Turn off your engine if you are parking/waiting. Lots of engines running creates poor air quality for everyone, including your child and you.

Police Community Support Officers and Civil Parking Enforcement Officers are regularly deployed to streets around schools to help keep our children and young people safe. You can support and help them by behaving and driving responsibly.

Thank you to the majority of people who do act responsibly!

To those who don't act responsibly – you risk receiving a penalty charge notice if you are parking illegally, but more importantly you are putting the safety of our children and young people at risk, including your own.

You MUST NOT wait or park, or stop to set down and pick up passengers, on school keep clear road markings when upright signs indicate a prohibition of stopping'.



SEND Coffee Afternoon

Come and Join Us
Wednesday 8th March
2pm – 3pm



A friendly Chat with a Cuppa at Lower School

Does your child have special education Needs?
Would you like support?

Could you offer support to others?

Share with others in similar situations in a friendly, supportive environment.

All welcome

E-Safety Update / Information

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. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

Tips for Encouraging Open Discussions about DIGITAL LIVES

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to access online materials, so it's important not to demonise the internet, games and apps, and limit the benefit of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers) so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

Here are some suggestions for kicking off conversations with your child about their digital life ...

MAKE YOUR INTEREST CLEAR

Showing enthusiasm when you broach the subject signals to your child that you're keen to learn about the positives of their online world. Most children enjoy educating adults and will happily chat about what they use the internet for, or what games and apps they're into and how these work. Asking to see their favourite games and apps in action could help you spot any aspects that may need your attention – such as chat functions which might require a settings adjustment to limit contact with strangers. Keep listening even if your child pauses for a long time; they could be considering how to phrase something specific, or they may be gauging your reaction.

BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

At various stages, children and young people become curious about puberty and how their body changes; about relationships; about how babies are made; and about sexual health. If your child knows that they can discuss these sensitive subjects with you, they tend to be less likely to go looking online for answers – which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't worry if you don't immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.

REMIND YOUR CHILD THEY CAN ALWAYS TALK TO YOU

In my role I work with many children and young people who admit being reluctant to tell a trusted adult about harmful content they've viewed online, in case it leads to having their devices confiscated. Emphasise to your child that you're always there to listen and help; reassure them that if they do view harmful content, then they are not to blame – but talking about it openly will help. Children shouldn't be expected to be resilient against abuse or feel that it's their job to prevent it.

KEEP TALKING!

The most valuable advice we can give is to keep talking with your child about their digital lives. You could try using everyday situations to ask questions about their online experiences.

DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

Here, you could give examples from your own digital life of the online world versus reality – for example, those Instagram posts which show the perfect house: spotlessly clean, never messy and immaculately decorated. Explain to your child that there are many other aspects of the online world which are also deliberately presented in an unrealistic way for effect – such as someone's relationship, their body, having perfect skin and so on.

TRY TO REMAIN CALM

As much as possible, try to stay calm even if your child tells you about an online experience that makes you feel angry or fearful. Our immediate emotions frequently influence the way we talk, so it's possible that your initial reaction as a parent or carer could deter a child from speaking openly about what they've seen. Give yourself time to consider the right approach, and perhaps speak with other family members or school staff while you are considering your next steps.

CREATE A 'FAMILY AGREEMENT'

Involving your whole household in coming up with a family agreement about device use can be immensely beneficial. You could discuss when (and for how long) it's OK to use phones, tablets, consoles and so on at home; what parental controls are for and why they're important; and why it's good to talk to each other about things we've seen or experienced online (both good and bad). Explaining your reasoning will help children to understand that, as trusted adults, we want to make sure they are well informed and kept safe. Allowing children to have their say when coming up with your family agreement also makes them far more likely to stick to it in the long term.

Meet Our Expert

Rebecca Jennings of RAISE (Raising Awareness in Sex Education) has almost 20 years' experience delivering relationships and sex education and training to schools, colleges and other education providers. A published author on the subject, she also advises the Department of Education on the staff-training element of the RSE curriculum.



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#WakeUpWednesday