

Claybrooke Primary School Newsletter 17.05.24

Be safe, Be ready, Be respectful.

Welcome to the latest weekly newsletter.

This week has been Mental Health Awareness week with the theme, 'Movement: moving more for your mental health'. In classes the children have been taking part in some virtual live lessons, discussing ways to look after their mental health and keeping active outside, Oak Class also went on a 'well-being walk' across the local fields. If you want to find out more, please click on this link:



<https://www.mentalhealth.org.uk/our-work/public-engagement/mental-health-awareness-week>



On Thursday, the whole school took part in a Bhangra dance workshop. A great way to continue the theme of movement for Mental Health Awareness week. Thank you to Reema from 'Bhangra Fusion' for running the afternoon.

Well done to our Year 6 children for all of their hard work during their SATs tests this week. You showed such a positive approach to the tests each and every day. They celebrated the end of the SATs with some delicious treats!

Upcoming events.

We have our summer 'Topic Showcase' open afternoon taking place on Monday 3rd June between 2:30 - 3:00pm. Please come along to your child's classroom to find out about what they have been learning in school over the last few weeks.

Sports Day will take place on the afternoon of Wednesday 19th June (weather permitting) at 12:45 pm approx. We hope to see lots of you there to cheer on the children in their races. We will be opening the hall afterwards for tea, coffee and cakes.

I hope you have a lovely weekend.

Thank you for your ongoing support.



Mr P. Rock
Head of School



**CLAYBROOKE
PRIMARY SCHOOL**
Together we flourish | Est 1814

Well done to those who received certificates this week:

Excellent Work



Eliza

Zach

Freddie

Abi

Chloe



Values

Rex

Quinn

Oakley

Teddy

Jodie



Hot Chocolate Superstars: Dexter, Eliza, Emma and Millie

School attendance

Last week

This week

Willow Class: 88.21%

88.15%

Maple Class: 86.81%

86.73%

Oak Class: 88.58%

88.21%

National average: 94.3%

School overall: 85.90% (This year)

Weekly attendance by year group:

EYFS: 84.28%

Year 1: 87.30%

Year 2: 91.12%

Year 3: 89.00%

Year 4: 85.85%

Year 5: 91.32%

Year 6: 82.59%

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**



Latest class news: This week: Oak Class



Year 6 have worked hard all week in their SATs! They have been tested in grammar, punctuation, spelling, maths and reading. All of Year 6 have taken all of the tests seriously, approaching them in a mature manner. They have all given 100% - I couldn't be more proud!

Yesterday we enjoyed participating in a Bhangra Fusion workshop! The children picked up the dance really quickly and some even volunteered to dance at the front with the teacher!



Year 5 have been really patient over the past few weeks. They have worked extra hard in Maths, learning new concepts, as well as recapping previously taught ones. They have found this beneficial and have become more confident in areas that they weren't previously.

We have started a new topic in DT - bread! We have been learning about the food groups and how to make healthy choices - we even did a taste test!

We have been working towards Saffron Lane and the cricket tournament recently! The children have been practising their relay passes, their long jump and their howler throws. The class have also learnt how to bowl overarm in cricket and are now working on adding speed and spin onto the ball.

We have continued to study Medieval England in History, but have moved on to looking at monarchs that ruled England during this time. The children have enjoyed learning about the death of Thomas Becket, the ruling of 'Bad King John' and the forced abdication of Edward II. In English, we have finished reading 'Skellig' and will start to look at Charles Dickens' 'Oliver Twist', once SATs are finished.

Some of the children have enjoyed participating in the local tennis competition at Lutterworth College.

Over the next few weeks, we will be starting new topics, such as DT (Making Bread), History (Richard III) and Geography (Fairtrade).

Miss Blower



Claybrooke School Calendar 2023- 24



Summer Term 2024

Date	Event	* = parents invited
Mon 20/05	Saffron Lane Athletics (By invitation only)	
Wed 22/05	Y4,5&6 Dance Showcase 3:45-5:30 (By invitation only)	
w/c 27/05	Summer Half-Term Week	
Mon 03/06	Start of Summer 2nd	
Mon 03/06	Summer term Topic Showcase. Classrooms open to parents. 2:30 - 3pm*	
Mon 10/06	Y5 trip to Lutterworth College	
Wed 12/06	Whole school trip to Beaumanor Hall	
Wed 19/06	School Sports Day 12:45 pm approx followed by tea and coffee in the hall	
Wed 26.06	Reserve Sports Day & picnic	
w/c 01/07	Annual Reports out this week. (Date TBC)	
Wed 03/07	Oak Class Production 2:00 -3.00 & 6.00-7.00 *	
Thur 04/07	End of year discos and leavers disco. (Times TBC)	
Mon 08/07	Lutterworth High School transition day (current Y6 only for the Monday)	
Tue 09/07	Leavers' Assembly * 9:30am. Please note change of date	
Tue 09/07	Last Day of School Year	
Wed 10/07	Summer holidays begin	
Tue 27/08	School reopens for pupils	

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.

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.

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.

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.

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.



#WakeUpWednesday

The National College

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

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