



Executive Headteacher's Update

17.10.25

Dear Parents and Carers,

It's been another busy, productive week in school, so please enjoy seeing what everyone has been up to in the class pages.

It is great seeing pupils arrive at school via scooter or bike, but I would love to see them wearing bike helmets so we protect those clever, precious brains!

Puffin children's publishers have made schools and libraries aware of an issue with some of their books, which I want to share with you in case you have any of these books at home. The books are by Andy Cope, including those in the Spy Dogs, Spy Cats, and Spy Pup series. Within the books, there is a link which encourages children to find out about additional information told during the story. The link is intended to take children to Mr. Cope's webpage, however, the page is no longer owned by him and instead the link will direct children to a webpage now owned by a third party which contains inappropriate content. The content of the actual stories are fine to read, however, if any children access the link with the intent to learn more about the story online they will be exposed to highly inappropriate materials.

Please see the BBC link below for further information.

<https://www.bbc.co.uk/news/articles/cn7631z8343o>

Thank you for your ongoing support.

Warm regards,

Mrs Diane Lakey



Embleton Vincent Edwards CE Primary School Friday Flyer

Attendance

Class	Weekly attendance	Annual attendance
Starfish	90.57	97.61
Puffins	97.98	96.07
Seals	88.89	93.84
Orcas	88.89	95.45

Did you know? Each pupil has 175 non-school days a year to spend however they like. The table below shows the significant impact of absence over time.

Days of school add up to lost learning						
Days in school	190	186	180	175	171	170
Percentage attendance	100%	98%	95%	92%	90%	<90%
	Excellent	Excellent	Good	Caution	Cause for concern	Serious concern

Absence Procedures If your child is ill, please keep them at home until they are well enough to return to school. Please notify us by phone call or email before 9.15am if your child is to be absent, and continue to inform us on a daily basis if they continue to be ill.

What are the risks of missing a day of school? 'Being in school is important to your child's achievement, wellbeing and wider development. Pupils with the highest attendance throughout their time in school gain the best GCSE results. The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.' The Education Hub - Department for Education.



Safeguarding Update

All 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 apps which we believe trusted adults should be aware of. Please visit nationalonlinecollege.com for further guides, hints and tips for adults.

SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to military conflicts around the globe, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.



2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers, but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.



4 EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



6 CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



7 SET LIMITS

Managing screen-time and content can be difficult, even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.



8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once; instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.



Meet Our Expert

Cayley Jørgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



Sources: <https://www.bbc.com/news/health-57610700> | <https://www.thetimes.com/technology/article/your-child-with-upsetting-content> | <https://www.pcoff.com/news/2021/06/16/your-child-on-social-media> | <https://www.pcoff.com/news/2021/06/16/your-child-on-social-media>

[@natonlinesafety](https://www.facebook.com/natonlinesafety) | [NationalOnlineSafety](https://www.facebook.com/NationalOnlineSafety) | [@natonlinesafety](https://www.instagram.com/natonlinesafety) | [@national_online_safety](https://www.instagram.com/national_online_safety)

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Classroom Updates - Starfish Class

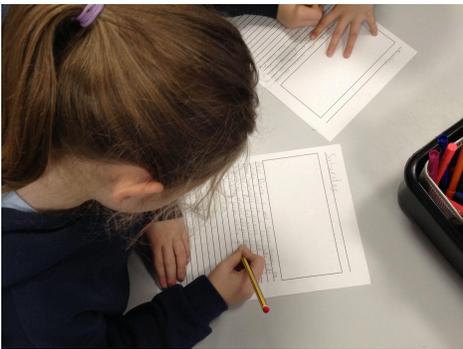
This week our book has been 'Astro Girl' by Ken Wilson-Max. In the story the girl wants to be an astronaut when she is older. We have been chatting about what we want to be when we grow up. We have had an amazing week with Rainbow Challenges with nearly all the Reception children completing all seven over the course of the week. Well done Starfish! This week in the home corner we have been thinking about growing. We have been measuring each other with a height chart and even measuring baby Penelope. We have looked at our baby photos to see how we have changed.





Classroom Updates - Puffin Class

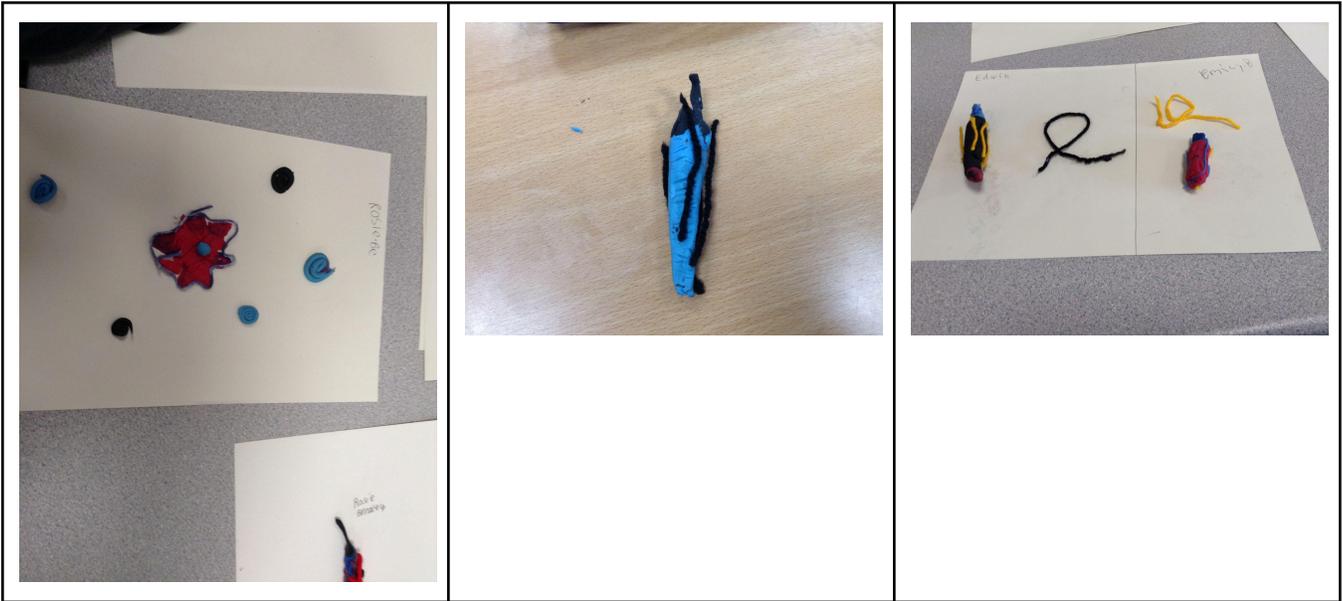
This week in Puffin class we have been writing diary entries. We were writing in the role of Rqapunzel and thinking about her life locked up in the tower. We had some lovely descriptive adjectives being used. Year 1 have been looking at systematic number bonds in maths while the Year 2s looked at adding up by making 10 first. We tried out a bit of hockey in PE on Monday, wrote word lists for our slider game in Design Technology and looked for shapes in our faces as part of our Art lessons. We also enjoyed exploring ScratchJr in Computing.





Classroom updates - Seals Class

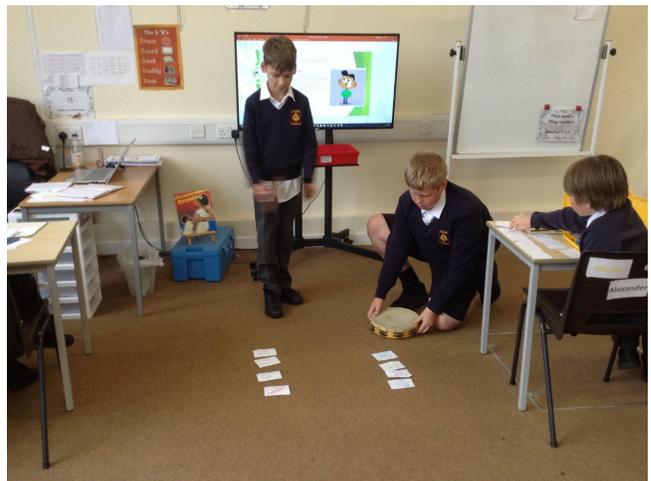
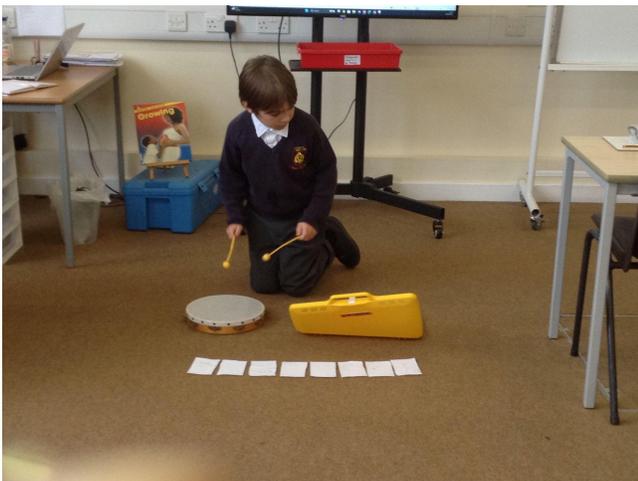
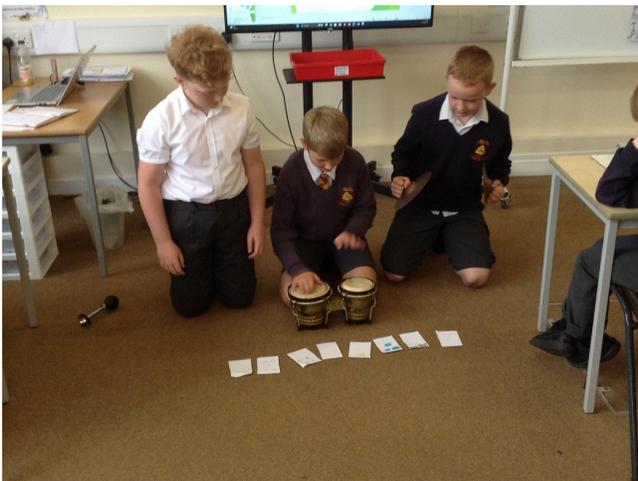
In Seal Class, this week we have been learning about Pebble's journey through time. We have been looking at Golden Words and Lines that the author has used to describe how the Earth has changed. They all did a fantastic job. We have also been learning about trust and building trusting relationships in PSHE. In Geography, we have explored where our food comes from and looked at food miles. Some of our class went to the Cross Country at Ellingham. They had an excellent time. Well done to the Year 3 Boys Team who won a trophy.





Classroom updates - Orca Class

Another impressive week by Orcas. Year 5 have been successful in adding and subtracting 5 and 4-digit numbers in maths as well as being able to use estimation to calculate approximate results. Year 6 have been able to solve problems using multiplication and long division. In music the children were creative by composing a piece of music using a picture as stimulus. They then performed their compositions.





Cross Country Competition at Ellingham Primary School

It was a pleasure taking some athletes to Ellingham for a cross country event. There was strong competition from seven other schools, however, Amalia was victorious as the first girl back in the Year 6 race. The Year 6 team, consisting of Amalia, Polly and Faye were also the winning team in the Year 6 girls competition. A huge well done to them. Also in Year 6 Ella ran really well and with determination, as did Lucas and Oscar. Martin decided on the day to run in both the Year 5 race as an individual, coming in 5th, and the Year 6 event to complete the boys team. Year 4 saw Rosie have a strong run and a great sprint finish. The Year 3 team of William, Edwin and Elise ran incredibly well as a team and brought the first place trophy back to Embleton!





Embleton Vincent Edwards CE Primary School

Friday Flyer

Dates for your Diary

Monday 20th October 13.00-14.00	Experience Harvest workshop for Y3&4 pupils
Wednesday 22nd October 12.30pm	Orca Parent Lunch
Friday 24th October to Tuesday 4th November	Half Term Break
Friday 7th November	Puffins and Starfish to Alnwick Playhouse to watch 'The Hare and the Tortoise' Orcas to Alnwick Playhouse to watch 'Poppy' KS2 RAF Rockets workshop (in school)
Friday 14th November	Children in Need Day (wear something spotty!)
Wednesday 19th November 9.00am	School photographs (Tempest)
Wednesday 26th November 8.45am	Seal class assembly
Monday 1st December 09.30am	Experience Advent pupil workshop in Holy Trinity Church
Tuesday 9th December 09.30	Christmas Play dress rehearsal
Wednesday 10th December 14.00	Christmas Play performance
Thursday 11th December 14.00	Christmas Play performance
Monday 15th December 13.00-15.10	Starfish and Puffins Christmas Party
Tuesday 16th December	School Christmas Lunch
Wednesday 17th December 13.00-15.10	Seals and Orcas Christmas Party
Thursday 18th December 14.00	Christingle Service in Holy Trinity Church
Friday 19th December	Christmas Jumper Day!!



Embleton Vincent Edwards CE Primary School **Friday Flyer**

Stars of the week

Orcas: Ella

Seals: Connie

Puffins: Adam

Starfish: Emma