

March 2023



STOKE HILL INFANT AND NURSERY

SPRING TERM, ISSUE 6

DATES

World Book Day
3rd March

Class Assemblies

Beech Class
9th March 9.15

Willow Class
22nd March 9.15

Oak Class
23rd March 9.15

Year 1 Phonic
workshop for
Parents 14th
March @
2.30 pm

Red Nose Day
17th March

Reception School
places confirmed
17th April

Dear Parents and Carers

I cannot believe we are already a week into this half term, so much seems to have happened already!

As Miss Hearle and I take on the role of Head of School from Mrs McKimm for the next few weeks, please remember we can be reached via the admin email or if you get a chance, we are on the school gates at the start and end of most school days.

We are very much looking forward to celebrating world book day on Friday this week. We can do this without your child having to dress up, the day is about celebrating books and the love of reading. If you want your child to dress up that's great, but we really don't mind.

It is lovely to think that Spring is nearly with us, but as this week has proved, the weather is still unpredictable. Please make sure warm clothing is in school to ensure playtimes and outdoor learning is fun and cosy!

Kind regards,

Yvonne Hammerton-Jackson
Executive Headteacher
Stoke Hill Federation

Stars of the week

The following children have been their class' reader, learner or role model of the week during the last month:

Readers of the week: Charlie, Benjamin, Emily (Bee), Scarlett, Mahtab, Cohen (Dragonfly), Nuala, Isaac, Elliott (Ladybird), Archie, Se A, Kemal (Beech), Alfie. Sofia, Jack (Oak), Ajay, Annie, Theo (Willow), Felix, Elliot, Oscar (Chaffinch), Zosia, Ahlam, Evie (Swift), Ava, Braxton, Benedikt (Woodpecker)

Learners of the week: Elara, Wilbur, Ire (Bee), Teddy, James, Ella (Dragonfly), Alex, Amelia, Isadora (Ladybird), Josh, Noah, Jack (Beech), Ocean C, Alison, Ivy (Oak), Willow E, Ephra, Serene (Willow), Imogen, Maryn, Alice (Chaffinch), Jawad, Mia, Jack S (Swift), Erica, Marnie-Mae, Rupert (Woodpecker)

Role models of the week: Ellen, Arthur B, Amelia (Bee), Jake, Boran, Skye (Dragonfly), Luke, Yashvan, Sylvie (Ladybird), Tapi, Luna, Cora (Beech), Theia, Samuel, Austin (Oak), Tate, Kian, Willow M (Willow), Tristan, Robyn, Austin (Chaffinch), Jack, Florence, Liliana (Swift), Emma, Adwit, Lily (Woodpecker)



Year 1 Scientists

Y1 were lucky enough to have a visit from some scientists who helped them to develop their scientific skills. They did an experiment all about microbes where they developed their skills in making observations and asking questions. The children looked at microbes under a microscope and found out that microbes can be good or bad for us. They also learned about the importance of washing our hands to keep ourselves healthy.



Year 2 Greenpeace



Y2 had a visit from a parent who works for Greenpeace to tell them all about the important work that they do. This links to the learning that Y2 have been doing all about our environment. They learned about different ways to look after our planet and looked at real life examples of the impact that littering can have on nature and wildlife.

World Book Day 2023

A reminder that this event has been moved to Friday 3rd March this year across the Federation. This is due to the current unknown of whether strike action will be taking place on Thursday.

If they wish children can come dressed as a favourite book character on Friday. If they do not want to they should come in their usual school uniform.

During the day the children will take part in a number of different book related activities in their classes. I'll be out and about taking lots of photos, which I'll share on twitter during the day. You can follow us @stokefed.

Year 1 Class Assemblies

Dear Year 1 parents/carers,

I am delighted to invite you to attend your child's class assembly to share in a celebration of the learning they have been doing.

The dates are as follows:

Beech class - Thursday 9th March at 9.15

Willow class - Wednesday 22nd March at 9.15

Oak class - Thursday 23rd March at 9.15

You are welcome to come straight to the school hall after you have dropped your child off and tea and coffee will be available.

We look forward to seeing you there!

School Office Notice

If your child requires us to administer medication during the school day, an adult must drop it into the school office, where they will need to fill out the medical consent form. All medicine is locked securely in our first aid room.

Thank you for your continued support in using the app to report absence, remember this needs to be each day your child is absent.



A reminder of Strike Days

The NEU still has a number of planned strikes days and we do expect some disruption during these dates. We will try and inform parents of arrangements and impact as soon as we can.

- Thursday 2 March 2023
- Wednesday 15 March 2023; and
- Thursday 16 March 2023.

Community Help

We recently discovered a lectern in the Junior school. I've been here a long time and certainly never come across it before. The small plaque on it says that it was presented to the school by the PTA in 1955. Given that it is 68 years old, it is in remarkably good condition. We are wondering if there is anybody in our community that would have the skills to bring it back to its former glory. If you think you can help, then please give us a call on 01392 667830 and arrange a time to pop in and see it.



**Believe in
children
Barnardo's**



Rhiannon and Douglas Neale have been busy raising money for Barnardo this term. They raised over £124 at the Infant School last week and they have been at the Junior School too with their cake sales going down very well ! Thank you for all you are doing, I know the charity will be hugely grateful.



What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthralls young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



NOS
National Online Safety®
#WakeUpWednesday

sources: <https://www.bbc.com/news/technology-52326825>
<https://prosocial.com/insights/social-media-algorithms/>



www.nationalonlinesafety.com



@natonlinesafety



/NationalOnlineSafety



@nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 30.11.2022