



NEWSLETTER

FRIDAY 17TH MAY 2024

ISSUE NO.31

EXCELLENCE IN EVERYTHING



Ofsted
Good Provider



EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME

Message from Mr Taylor

There is only one way to open this week's newsletter and that is to join the team in saying a huge congratulations and well done to our Year 6 pupils for completing their SATs. While these tests are a measure of the progress and attainment of children by the time they leave primary school, we all know that your children will not be defined by a number - a number which will never demonstrate how special and unique each and every child is. Whatever the future holds for our Year 6 children, we are confident that they will take a piece of Warren Farm with them on their journey to secondary school and beyond as they demonstrate *Excellence in Everything - achieving greatness that lasts a lifetime*.

At the beginning of the Summer term last year we introduced our new school logo. The Bee logo provides a strong link to the work ethic and community aspect of honey bees. The entire school community have thoroughly bought into the new brand and have completely embraced the logo mark and the meaning that sits behind it - as Ofsted commented *"The new 'bee' logo reminds pupils about the importance of working hard, and together, to achieve their goals"*. The bee logo was designed by the children and belongs to them - a logo of a new era rather than one that is defined by its past. It represents all of the **GREAT** things that Warren Farm will be known for as a progressive school in a modern age.

Monday next week is **National Bee Day**. May 20th coincides with the birthday of Anton Janša, who in the 18th century pioneered modern beekeeping techniques in his native Slovenia and praised the bees for their ability to work so hard, while needing so little attention - what a great character trait to possess. World Bee Day 2024 focuses on the theme *"Bee engaged with Youth"*. This theme highlights the importance of involving young people in beekeeping and pollinator conservation efforts, recognizing them as the future stewards of our environment. On Thursday we will be joined by some special visitors to school which are sure to cause a really buzz. We will end the week with a **non uniform day on Friday 24th May** where children are asked to wear **Yellow and Black** to celebrate.

Through your unwavering support, we continue to go from strength to strength on a daily basis as we build the reputation of a school with *Excellence in Everything* at its heart.

Make it a great weekend.

Mr Taylor

EACH OF US MUST BE COMMITTED TO MAINTAINING THE REPUTATION OF ALL OF US. AND ALL OF US MUST BE COMMITTED TO MAINTAINING THE REPUTATION OF EACH OF US

DATES FOR YOUR CALENDAR

Tue 21st May	Year 5 MPCT Young Leaders parent assemblies
Wed 22nd May	Nursery Teddy Bear's Picnic 9:00
Wed 22nd May	Reception Trip Warwickshire play village
Fri 24th May	World Bee day celebrations Wear Yellow and Black
Fri 24th May	Break up for Half Term
Mon 3rd June	All children return to school
Mon 24th June	Sports Day Wyndley Leisure Centre
Fri 28th June	School closed Staff training

COURAGE

HONESTY

INTEGRITY

RESPECT

**SELF
DISCIPLINE**



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EARLY YEARS



This week, Early Years have been busy planting lots of vegetables! We have planted strawberries, tomatoes, carrots and lettuces. Nursery have had a brilliant week of making rockets as they explored their story, Whatever Next? We are very excited for our trip to the PlayVillage next week! Please remember to arrive in school no later than 8.30am on Wednesday 22nd May as the coach will be leaving by 8.45 and we will not be able to wait for late children.



KEY STAGE 1

A **HUGE** congratulations to Zion in 1CO who is the first child in Year 1 to receive a pen licence for beautiful handwriting and presentation. 2HM have been busy this week learning about mass and capacity. They particularly enjoyed getting their hands wet and exploring the capacity of different containers. 1CO continued to show excellence in everything with Scott and Ash from AVFC in their weekly football sessions. In KS1 this week the children have been comparing their lives with Victorian children and practising using chalkboards to form the old style cursive writing. Even though the warmer weather is approaching please continue to send your child into school with a coat in case it rains.



ATTENDANCE

I'm sure you will not have missed our many Class Dojo posts this week with the message that attendance has been excellent. We have seen a gradual and sustained improvement over the course of the half term which is down to the hard work and dedication of everybody in the Warren Farm team; children, parents and staff alike.

The message does not change- we want the children of Warren Farm to be the recipients of 'Excellence In Everything' consistently. The only way that we can provide this, is if children attend school every day. Once again, we would like to thank parents who are working particularly hard, sometimes in difficult circumstances, to ensure that their children are in school, on time, every day. With your support and perseverance, we can guarantee that your children are getting what they deserve- Excellence In Everything!

NAH	94.3%
RMH	89.7%
RLM	90.3%
1CO	96%
1/2YG	89.6%
2HM	93.8%
3AB	95.7%
3/4SK	96.3%
4DN	97.2%
5AS	89.7%
5/6NW	98%
6BP	98.7%

RHSE PARENT WORKSHOPS

As part of the school's PHSE (Personal, health, social and emotional) programme, your child will soon receive a unit of lessons on RHSE (relationships, sex and health education).

The purpose of the upcoming unit is to provide knowledge and understanding of safe and healthy relationships based on love and respect. The unit will develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage.

We recognise that many parents may have questions about the content being taught and therefore invite you to parent meetings so that you can view the materials being used. The meetings will be in phases are listed below:

Years 5 and 6 - **Monday 20th May at 9:00**

Years 1 and 2 - **Wednesday 22nd May at 9:00**

Years 3 and 4 - **Wednesday 22nd May at 2:45**





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SAFEGUARDING

This week's focus is on how the PANTS rule can help children feel safe from sexual abuse. Talk PANTS was developed to help children understand that they have the right to say no and if they need to speak about something, someone will listen. The PANTS rule is

P - Privates are private

A - Always remember your body belongs to you

N - No means no

T - Talk about secrets that upset you

S - Speak up, someone can help

For more information watch the video at [NSPCC](https://www.nspcc.org.uk)



SEND

Mental Health comes under SEND in the Social Emotional Mental Health (SEMH) category.

What is Mental Health Awareness Week?

Mental Health Awareness Week, also known as World Mental Health Week is a week of events and learning designed to raise awareness of mental health condition and treatments. This year the charity [Mind](https://www.mind.org.uk) are launching the campaign #NoMindLeftBehind. They are trying to raise awareness and vital funds for a future where everyone can get quality mental health care when they need it. If you need help and support visit their [Get Help Now](https://www.gethelpnow.org.uk) webpage.

CHILD OF THE WEEK

NAH	Skyla-Rose Haines
RMH	Anayra Uddin
RLM	Tofunmi Benson
1CO	Salman Ali
1/2YG	Jesse Oyediran
2HM	Ikem Nikam
3AB	Niazur Rahman
3/4SK	Adheen Ishtiaq
4DN	Harley Bree
5AS	Tei' Chjana
5/6NW	Damien Tabb
6BP	Timofei Cojuhar

LOWER KEY STAGE 2



This week we have started our new topic in Science which is plants. We have started a long term experiment and are excited to see our plants grow! We have influenced some budding gardeners and have started to understand that in gardening, patience rewards. Please ask your child how their plants are growing in their classrooms. We are a few weeks away from the Year 4 Multiplication Test. All the children are practising daily on TTR Soundcheck. Please continue to encourage your child to continue this practise at home.



UPPER KEY STAGE 2

well
done
you

We are so proud of all of the Year 6 children who have worked extremely hard this week during their SATs tests. They have shown courage and self-discipline when faced with challenges and should be really proud of their achievements. I am sure they are looking forward to all the fun activities which lie ahead now! Year 5 have been busy rehearsing for their Young Leaders assembly next week. The children's' parade is really spectacular and we hope to see you there to celebrate all they have achieved during this year's programme.





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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.

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 timetable 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.



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

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