



NEWSLETTER

FRIDAY 24TH MAY 2024

ISSUE NO.32

EXCELLENCE IN EVERYTHING



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EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME

Message from Mr Taylor

This week, it was the turn of our Year 5 'Young Leaders' to take centre stage as they demonstrated all of the hard work that they have put into the last 26 weeks with Staff Hulme and her team from MPCT. Parents, carers, families and friends were invited to attend a special showcase assembly where children received awards and accolades for their character development over the duration of their learning with MPCT. At Warren Farm we want our children to embody our values of **Courage, Honesty, Integrity, Respect and Self Discipline** - becoming aspirational learners that believe that they are capable of **'Excellence in Everything'**. Through a structured programme of learning and a creative approach, our intention is to develop a holistic approach to character education. At Warren Farm, character education is then not merely 'Something we do', it is **'Who we are'**! Staff Hulme has shared some inspiring words which demonstrate our commitment to and the impact of character education at Warren Farm:



"There is something pretty special about Warren Farm! The school is amazing! All staff - right from the top to the classroom - are fully invested in the children. I have delivered to literally hundreds of learners, in many schools. However, not one of those schools has ever been more invested in their learners than Warren Farm. From the minute I walked through the door it felt special, 'Excellence in Everything' really was the theme! Thank you for believing in the provision and investing in your learners. The assemblies were by far the best I have ever delivered, and that is down to the learners and the environment in which they are learning. They have literally blown me away, and I truly believe that they will go on to do amazing things, and all because of the head start that you guys are giving them. Thank you for making my visits so enjoyable. Teaching at Warren Farm has been my favourite place to be!"

Make it a great half term break. We look forward to welcoming you All back for the last half term of the year on **Monday 3rd June**.

Mr Taylor

Success is not measured by how many thousands of miles you've walked or climbed but in your daily actions towards those around

you

DATES FOR YOUR CALENDAR

Mon 3rd June	All children return to school
Thur 13th June	Class group photographs
Tue 18th June	Reception REP theatre Drama workshop in school
Mon 24th June	Sports Day Wyndley Leisure Centre
Tue 25th June	Year 6 Drayton Manor
Tue 25th June	Reception REP theatre Drama workshop in school
Fri 28th June	School closed Staff training day
Fri 19th July	School closed End of academic year

COURAGE

HONESTY

INTEGRITY

RESPECT

**SELF
DISCIPLINE**



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EARLY YEARS



We've had such a fantastic and busy last week of the half term! We were buzzing to see the beehives on Thursday, and all of the EY staff were so proud of how sensible and brave the children were. Nursery have really impressed everyone with their beautiful beehive designs. In Reception, everyone demonstrated their excellence as we explored the PlayVillage. We've finished our topic of 'People Who Help Us' by learning all about Space. Please continue to read with your child over the half term, and have a wonderful week off. See you soon!



KEY STAGE 1



Another 'BUZZING' week in KS1. We had a special visit from Brummie Honey who taught us lots of interesting facts about bees. The children had lots of fun spotting the queen bee in her hive and dressing up as bee keepers. In history, we finished our unit on 'Toys' by designing and creating our very own 'Peg dolls' inspired by poor Victorian children. They all looked incredible! From all of us in KS1 we hope you have a happy and restful half term. Please continue to read with your children as the Year 1 Phonic Screening Check soon approaches.



ATTENDANCE

This half term has been a really positive one in terms of attendance. The percentages tells us part of the story- that we have more children in school every day. The more important part of this story is that the children of Warren Farm are the recipients of an education full of experiences and opportunities that we believe are invaluable. Like many things at Warren Farm, the numbers are not why we do what we do. We want our children to achieve 'Excellence In Everything' and we truly believe that with this upward trajectory that we are on, more children will fulfill their huge potential.

Once again, I would like to thank the hard work and commitment of our parents. We are seeing such positive support from parents through open lines of communication- this is key for us to be successful as we strive to offer your child the very best education possible.

NAH	95.1%
RMH	96.6%
RLM	94.2%
1CO	95.7%
1/2YG	89.3%
2HM	91.7%
3AB	97.7%
3/4SK	92%
4DN	95.5%
5AS	94.8%
5/6NW	92.7%
6BP	95.2%

TERM DATES

Autumn 2024

Monday 2nd September – INSET Day
 Tuesday 3rd September – School opens to Year 1 – Year 6
 Thursday 5th September – School opens to Reception pupils (new to Warren Farm)
 Friday 6th September – School opens to Reception pupils (previously attended Warren Farm nursery)
 Monday 9th September – School opens to Nursery pupils
 Half-term: Monday 21st October – Friday 1st November
 Monday 4th November – School opens to children
 Friday 20th December at 1:00pm – School closes Christmas Holiday – Monday 23rd December 2024 – Friday 3rd January 2025

Spring 2025

Monday 6th January – School opens to children
 Half-term: Monday 17th February – Friday 21st February
 Monday 24th February - School opens to children
 Friday 11th April at 1:00pm – School closes
 Easter Holiday – Monday 14th April – Friday 25th April

Summer 2025

Monday 28th April – School opens to children
 Bank Holiday – Monday 5th May
 Half-term: Monday 26th May – Friday 30th May
 Monday 2nd June – School opens to children
 Friday 18th July at 1:00pm – School closes





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SAFEGUARDING

This week's safeguarding focus is water safety. Many children love being in the water, whether it's the swimming pool, the sea, or just a paddling pool in the garden, but drowning is one of the biggest causes of death in young children. Remember these top tips when approaching vast areas of water:

- Only swim if you're in a safe place with a lifeguard present.
- At the beach look for the yellow and red flags; swim between these, it means this area is patrolled by lifeguards.
- Swimming in canals, lakes or rivers can be dangerous because of strong currents that you can't see, freezing cold water and objects that may be lurking in the water.
- If you fall in, float or swim on your back.
- If someone else is in difficulty in the water, tell someone nearby, like another adult or a lifeguard.

SEND

Building on last week- Mental Health Awareness Week, I wanted to share with you what support is given to your children in school. In our PSHE lessons we have discussions around our thoughts and feelings. Miss Garey or myself work with children on a small group or 1:1 basis depending on the needs; to help support emotions.

We are also working with the charity Compass. They are a Mental Health Support Team that is funded by the NHS via Forward Thinking Birmingham. They will support school through early interventions surrounding Mental Health needs. This includes anxiety, low mood, stress and school transitions. We look forward to working with them in the future.

CHILD OF THE WEEK

NAH	Hope Edwards
RMH	Phoebe Maddix
RLM	Raiden Warner
1CO	Manya Karwan
1/2YG	Matei Stoian
2HM	Harrison Sanders
3AB	Jannat Rukhsar
3/4SK	Dean Adams-Porter
4DN	Sophie-Leigh Mills
5AS	Lillie - Ann Mills
5/6NW	Inayah Khan
6BP	Kayden Carter

LOWER KEY STAGE 2

This week, Year 4 children have been learning all about money in Maths. They are writing the amounts in pounds using a decimal point and making amounts using different coins. To help the children consolidate their learning it would be great to talk to them about money in real life situations at home! For example, you could ask them to compare the prices of two similar items, estimate the cost of a food shop or calculate the amount of change. All three classes have also continued to learn about plants for our Science topic. This week children had the opportunity to dissect a plant to investigate the question 'What does a plant need to live?'



UPPER KEY STAGE

Year 5 made us all so proud this week in their Young Leaders assembly. The children performed a parade and received a certificate and pin from Staff Sarah who, unfortunately, is leaving us! The children will continue with the programme with Staff Thompson: we look forward to seeing their teamwork and leadership skills progress. Across the phase, we are continuing to develop our painting skills; this week we have produced a watercolour piece inspired by the French impressionist, Claude Monet and a pop art piece inspired by David Hockney, which the children have really enjoyed.





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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.

10 Top Tips for Parents and Educators

ENCOURAGING HEALTHY FRIENDSHIPS

Navigating the complexities of childhood and adolescent friendships can be challenging – but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which may last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

1 GRANT FRIENDSHIP OPPORTUNITIES

Encouraging children and young people to join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these pastimes offers a platform for interaction, sometimes alleviating the social pressure of knowing what to say, and helps children develop meaningful connections.

2 LEAD BY EXAMPLE

The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships looks like and how to navigate them.

3 HELP THEM LOVE THEMSELVES

Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For overall wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a notable influence on the friendships they form throughout life.

4 MONITOR SCREEN TIME

Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.

5 TEACH PROBLEM-SOLVING

Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be tempting to intervene and try to fix these issues for those involved, but helping them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.

6 EMPOWER THE CHILD

When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remain aware of the signs of a negative relationship.

7 TEACH EMPATHY

'Healthy friendships' doesn't always mean 'perfect'. Sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship; to be mindful of the challenges a friend might be facing or whatever else might be going on. This can help children and young people to build stronger friendships.

8 BE OPEN TO QUESTIONS

Talking to young people about their friendships, who they spend time with and who they interact with can open the door to questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.

9 UNDERSTAND BOUNDARIES

One of the keys to a healthy friendship is honouring boundaries. This can include anything from respecting personal space and belonging to acceptable language and behaviour. Understanding the importance of setting these limits and upholding those set by others can help children stay safe. If young people figure out their boundaries and feel comfortable enforcing them, they're more likely to call someone out if they go too far.

10 SPOT THE SIGNS

We can't always supervise young people; sometimes, we need to step back and give them some space. However, it's important to consider any indicators that they may be struggling in their friendships. Are they becoming increasingly irritable? Does their behaviour alter when they've been with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're finding things difficult, and we should remain alert to such changes.

Meet Our Expert

Becky Dawson is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.



The National College

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