



NEWSLETTER

FRIDAY 23RD MAY 2025

ISSUE NO.31

EXCELLENCE IN EVERYTHING



EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME

Message from Mr Taylor

This week we celebrated World Cultural Diversity Day, and it was great to see our children and staff proudly come to school dressed in cultural clothing and colours that bring a sense of meaning and identity to them. Days such as this remind us of the strength we find in our diversity and the importance of mutual respect and understanding. At the heart of our school are the fundamental British values of tolerance, respect, and individual liberty, and this was another example of how we apply these values through our vision of **Excellence in Everything** in our inclusive community. Together, we continue to nurture a strong sense of belonging where every child feels seen, valued and proud of who they are.

On Tuesday we welcomed our school governor, Sarah Hulme into school. Governor visits are always a highlight as they continue to challenge, support and champion our character education, helping every child feel seen, heard, and valued. Their input reflects and reinforces our core values of **Courage, Honesty, Integrity, Respect, and Self-discipline**, and plays an important part in shaping the confident learners we are so proud of. By working together in this way, we continue to strive for our shared vision of **Excellence in Everything**

Our Character Parent Working Party met again this week for its third meeting of the year and it's gaining real momentum. Parental engagement and collaboration play a vital role as we continue to shape our character curriculum and ensure character development remains the beating heart of Warren Farm. We're incredibly grateful to the parents involved for their valuable input, support and the positive impact they're having on our school community. There will be one final meeting next term so please keep an eye on Class Dojo for dates and details.

As we draw to an end the final week of what has been a very short half term our attention can begin to focus on the final term of the academic year. We still have 7 weeks until the end of term and I know that children will continue to demonstrate **Excellence in Everything** on a daily basis. The school calendar is packed full of events and learning opportunities to continue to develop the character and support the academic success of our children. Make it a great half term break and we look forward to welcoming all children back for the final 7 weeks of the summer term on Monday 2nd June.

Mr Taylor



DATES FOR YOUR CALENDAR

Mon 2nd June	All children return to school
Tue 3rd June	Year 5 Gurdwara Visit
Wed 4th June	Year 6 trip to London Depart 07:00 am
Tue 10th Thur 12th	Fathers day crafternoon Y3 Fathers day crafternoon Y4
Sat 14th June	New Reception September 2025 Open Day Event 12:00-2:00pm
Mon 16th June	Careers Week See poster for details
Mon 23rd June	Sports Day week See Sports Day poster for dates

"Nearly everything awesome takes longer than you think. Get started and don't worry about the clock."

James Clear



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EARLY YEARS

We've had a jam-packed week of learning down in Early Years! This week, the whole school celebrated Cultural Diversity day - it was wonderful to see our students represent their cultures and identities in so many different ways. We explored stories from different cultures as well as looking at traditional cultural dances from around the world. In Reception, we have also practised rotating and manipulating shapes. Which shapes can you spot in your home environment? Please can we remind parents and carers that we are a NO NUTS school, and that grapes or other small fruits must be cut in half to avoid choking hazards. Thank you for your continued support.

KEY STAGE 1

We had a very exciting visitor in school this week – author and illustrator **Steve Smallman**! He showed the children how a book is illustrated, starting from character sketches to pencil roughs and finished artwork. Steve also taught the children how to draw different facial expressions and explained how these can help show how a character is feeling. The children were really engaged and enjoyed having a go at drawing their own expressive characters!



ATTENDANCE

The majority of children at Warren Farm have excellent attendance. In fact, 277 pupils currently meet or exceed the level considered appropriate by the Local Authority. However, this also means that 49 children are still below this threshold. In many cases, there are valid and understandable reasons for this, and the school works closely with families to offer support and improve attendance.

Where there is no clear reason for ongoing absence and minimal engagement from parents, we are required to refer the case to the Local Authority. This can result in fixed penalty notices being issued. While we always aim to avoid this step, there have been instances this year where it has unfortunately been necessary.

If your child is currently classed as 'persistently absent', you will receive a letter from school outlining this. Our first step will always be to offer support and work together to improve attendance.

This week's House attendance winners are West



F2D CREATIVE ARTS COMPETITION KING EDWARDS GRAMMAR SCHOOL

Year 5 attended King Edwards Grammar School in Edgbaston to take part in the creative arts workshop run by the mentoring company F2D. The children were asked to design their own hoodies - the winning design would then be manufactured by the company. Warren Farm were the winners and we await our delivery of hoodies for the children. Well done Year 5, another example of *Excellence in Everything*.





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SAFEGUARDING

This week's safeguarding focus is about drug and alcohol abuse. It can have a big impact on young lives, whether through direct exposure or the effects it can have within families. Children living around substance abuse may struggle with emotions like anxiety or confusion, and it can affect their learning, behaviour, and self-esteem. The children show signs of anger and can often become withdrawn from adults they were once close with. If you're a parent or carer who's feeling overwhelmed, or if you're worried about substance use in your family, you're not alone and there is support out there. Services such as change, grow, live can support you, for more information visit [change, grow and live](https://www.change-grow-live.org.uk).

SEND

Asthma is a common long term lung condition that affects the airways that carry air in and out of the lungs. 1 in 11 children in the UK have asthma. The severity varies from person to person, some children may only experience an occasional cough, while others may have more severe symptoms. As a school we ensure that all asthma inhalers are close to hand and all staff are trained in helping and supporting your children with their asthma. We ask that as parents and careers you inform us of any changes to your child's asthma and the medication they are prescribed. We work closely with the asthma team to ensure that any care plans. For further information please visit [Asthma and Lung UK](https://www.asthmaandlunguk.org)

CHILD OF THE WEEK

NAH	Hashim Muhammad
RMH	Khalaf Sharif
RAY	Amelia Crasimariu
1CO	Asiya Abukar
1/2HM	Valentin
2DN	Zoya Rukhsar
3AB	Macie Haines
3/4LM	Lennie Turner
4SM	Ayesha Kausar
5AS	Noah Brandt
5/6NW	Lateef Ayantola
6BP	Arri Partridge



LOWER KEY STAGE 2

On Thursday this week, 4SM visited Wroxeter Roman City to consolidate their learning of the Romans for this half term. The children had a tour of the ruins of a Roman city, made their own Roman coins and visited a recreation of a Roman villa. The children were a credit to the school and it was mentioned that it was one of the best classes the tour guide has ever had! Well done all! 3AB and 3/4LM will be going on their trips next half term so keep an eye out!



UPPER KEY STAGE 2

On Cultural Diversity Day, children took part in a range of wonderful activities celebrating the richness of our community. From baking traditional foods to creating beautiful artwork and origami, and even presenting about their own cultures, it was a day filled with creativity, pride and learning. In Science, we completed a hands-on experiment exploring forces and in History, we focused on the Kindertransport and the remarkable individuals who helped rescue Jewish children; the children showed great empathy and interest as we explored these powerful real-life stories.





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NAH
1
DAY OFF



RMH
7
DAYS OFF

RYG
22
DAYS OFF

1Co
6
DAYS OFF

1/2HM
11
DAYS OFF

2DN
10
DAYS OFF

6 NO
DAYS OFF

3AB
7
DAYS OFF



3/4LM
9
DAYS OFF

4SM
8
DAYS OFF

5AS
11
DAY OFF

5/6NW
13
DAYS OFF

6BP
8
DAYS OFF





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WARREN FARM
PRIMARY SCHOOL

CAREERS WEEK

2025

Volunteers Needed



Tuesday
17th June 2025



Thursday
19th June 2025

Register your interest here:



Aylesbury Crescent
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Ofsted
Good
Provider



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SPORTS DAY



2025

MONDAY 23RD JUNE - EYFS

TUESDAY 24TH JUNE- LKS2

WEDNESDAY 25TH JUNE- UKS2

THURSDAY 26TH JUNE- KS1

All sports days this year will be held at school and run from 1:15pm to approximately 3pm.

Parents, family and friends are welcome.



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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

VIOLENT CONTENT ONLINE

Around 70% of teenagers say they've seen real-life violence on social media in the past year – often from as young as primary school age. Just 6% actively seek it out; most encounter it through group chats or social media algorithms. From fights and pranks to hate speech and graphic media, exposure to violent content online is more widespread – and more harmful – than many adults realise.

WHAT ARE THE RISKS?

MENTAL HEALTH AND TRAUMA

Children and young people report feelings of anxiety, guilt, shame or fear after seeing violent content. For some, these effects may be short term, but for those with existing vulnerabilities or past trauma, the impact can be more severe. Many also feel pressured to 'laugh off' violent content to fit in with friends, even when they find it distressing.

BEHAVIOUR CHANGES

Exposure to online violence can lead to fear and avoidance behaviours – such as skipping school or staying indoors. When children see weapons used in videos, it can heighten their perception that the world is unsafe and, in rare cases, increase the likelihood they'll consider carrying a weapon themselves, such as a knife for protection.

ESCALATION AND PARTICIPATION

Violent videos often go viral quickly. What begins as an online argument can spill into real-world fights – which are sometimes filmed and shared to gain views or status. Some children even admit to sharing or creating violent content themselves to gain attention or boost their reputation.

DESENSITISATION

Older teens may become numb to violent content after years of exposure, admitting they're unlikely to report it. Younger children also tend not to report it – usually because they don't believe anything will be done or because they're afraid of being labelled a 'snitch' by their peers.

HARMFUL IDEOLOGIES

Violent content online may overlap with racist, misogynistic or otherwise extremist ideas. These messages can dehumanise others or glorify violence as a way to gain power, popularity or notoriety. Over time, this can normalise dangerous behaviours and attitudes among impressionable viewers.

DISPROPORTIONATE IMPACT

Not all children are affected equally. Those who are excluded from school, marginalised, disabled or neurodivergent are often more vulnerable to the effects of online violence. It's essential to consider wider context – including home life and access to safe spaces – when thinking about potential harm.

Advice for Parents & Educators

CREATE SUPPORTIVE SPACES

Many children feel adults are too busy or won't understand their experiences online. Take time to build trust through non-judgemental conversations about what they're seeing. If they don't want to speak to you directly, gently signpost towards trusted services they can turn to for support.

KNOW WHAT'S ILLEGAL

Some violent content is simply upsetting, while other examples may be criminal or a safeguarding matter that needs reporting. Help children understand the difference by staying informed about online laws and social media reporting procedures. A useful resource is reporthearmfulcontent.com.

AVOID HARSH RESTRICTIONS

Fear of punishment is a major reason young people stay silent about violent content. Try not to overreact or threaten to take away devices. Instead, reassure children that they can speak openly and that asking for help won't get them into trouble.

UNDERSTAND TECH AND TRAUMA

Older children may already know how to block accounts or avoid triggering content. Help younger or more vulnerable children learn these tools and encourage habits that reduce exposure. Just as importantly, teach techniques that help them process distress – building resilience and emotional literacy for both online and offline life.

Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in digital safety, media law, and young people. Her PhD investigates children's understandings of risk online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal, and ethical considerations for the digital age. Visit onlinemedialawuk.com for more.



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