



# NEWSLETTER

## FRIDAY 17TH APRIL

### ISSUE NO.26

## EXCELLENCE IN EVERYTHING



**EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME**

## Message from Mr Taylor

It has been a fantastic start to the summer term as we returned from the Easter break with a dedicated week focused on our Core Values. Throughout the week, children explored **Courage, Honesty, Integrity, Respect and Self-Discipline**, considering what these truly look like in action through a range of engaging activities.

At Warren Farm, these values are not simply discussed, they define who we are. We remain clear that while academic success is important, it is rooted in strong character. By placing this at the heart of all we do, we are creating a school where every child can achieve, belong and thrive.

This is more than a focus week, it is our shared commitment to shape the future of education.

## DATES FOR YOUR CALENDAR

Thurs 23rd April	<u>New Date:</u> Year 6 SATS meeting 9:00am
Thurs 30th April	Year 4 trip to The Black Country Museum
Mon 4th May	Bank Holiday School closed
Wed 6th May	Year 3 trip to The Black Country Museum
Thur 7th May	Voting Day School closed
WK Beg: 11th May	SATS Week for Year 6
Fri 15th May	Year 5 trip to Ironbridge



Make it a great weekend

*Mr Taylor*



"Integrity is doing  
the right thing  
when no one is  
watching."

C.S Lewis



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Ofsted  
Good  
Provider



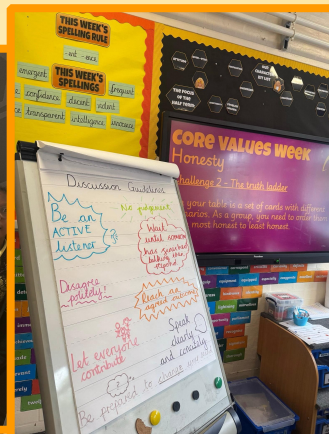
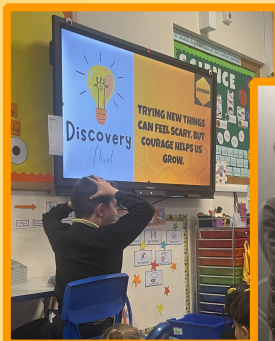
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# CORE VALUES

## WEEK

This week, each afternoon has been dedicated to exploring our core values: **Courage, Honesty, Integrity, Respect and Self-Discipline**. What has stood out most is the depth of understanding shown by the children. They haven't just talked about these values, they have begun to live them through their actions, decisions and interactions with one another. These are the values that bind us together as a school community. They guide the choices we make each day and, over time, those choices shape the people we become.



  
**Discovery Point**

**DOING THE RIGHT THING EVEN WHEN NOBODY'S WATCHING.**

**INTEGRITY**





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### EARLY YEARS

What a fantastic first week back we have had down in Early Years! The children have really impressed us with how enthusiastically they have engaged in exploring our Core Values. We have shown a lot of courage when we attempted an obstacle course blindfolded, and we will have an opportunity to practise self-discipline when we take our seeds home to look after them and watch them grow. In literacy this half term, we are practising rhyming words and in Maths, we are exploring 3-D shapes. Keep checking Class Dojo for pictures and updates!



### KEY STAGE 1

Welcome back! KS1 have had a fantastic Core Values Week, exploring respect, Courage, Honesty, Integrity, Respect and Self-discipline through a range of fun activities. They showed great teamwork and communication during a blindfolded obstacle course for courage, discussed honesty through The Boy Who Cried Wolf, and explored integrity and fairness through stories and games. They also practised respect by sharing, taking turns and showing kindness to others. The children have engaged brilliantly and shown a great understanding of our school values. A reminder to please return Warwick Castle consent forms and complete payment via SCOPay as soon as possible.



### ATTENDANCE

As always, we are committed to being completely transparent with you as parents and sharing the real picture. It is fair to say that we have had a slightly stuttered start to the term when it comes to attendance, with a dip back into habits that we know we are better than. As you will see from the penultimate page of this week's newsletter, attendance has fallen below the high standard we have worked so hard to establish. That said, we know what we are capable of as a school community. We have seen what strong attendance looks like at Warren Farm, and the difference it makes not just to learning, but to children's confidence, friendships and sense of belonging. Please remember that children can attend school with common coughs, colds and even minor injuries. We are well equipped to support them, and learning to keep going when things feel a little challenging is an important part of building resilience, character and a positive attitude. Let's reset together and get back to the standards we know are the norm for our school. Strong finishes matter, and every day counts.

**This week's House attendance winners are...WEST**



### LINES OF COMMUNICATION

At Warren Farm, we value clear and open communication with all families. Most concerns can be addressed quickly and informally if the correct procedures are followed in line with school policy. To ensure consistency of approach, we would like to remind parents/carers that in the first instance, please speak directly with your child's class teacher, who is best placed to help. If needed, the matter can then be escalated to your child's Phase Leader to support a resolution. Where further support is required, a member of the Senior Leadership Team will become involved if necessary. This stepped approach helps ensure concerns are handled promptly, appropriately, and with the right level of support at each stage. Thank you for your continued support in providing 'Excellence in Everything' for all children.





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### SAFEGUARDING

Domestic abuse can have a big impact on a child's social and emotional development. When they witness or hear that domestic abuse is taking place in the household, children can feel unsafe at home and may experience feelings of fear, sadness or confusion. They might have trouble concentrating at school, feel anxious or scared, or act out because they don't know how to express their emotions. Some children might also start to feel like violence is normal, which can affect how they interact with others. It's important for children to know they are not to blame and that help is available. It's also important that they understand that they can talk about what they may have seen or heard. By speaking to a trusted adult, children can find support and feel safe again. [NSPCC](https://www.nspcc.org.uk)

### INCLUSION

#### School Nurse Virtual Drop-in Clinic

The School Nurse Team are running Virtual Drop-in Clinics every **Tuesday and Thursday from 4:30-5:30pm**. This is an opportunity to chat confidentially with a School Nurse about your child. The school Nurse is here to help you and your child feel healthy, happy and safe, so that the best can be got out of school life and education.

Scan the QR code to get started.



### CHILD OF THE WEEK

NAH	Buraq Ahmad Meer
RMH	Thammy Junqueira De Andrade
RAY	Tegan Slack
1CP	Zayan Muhammad
1/2DN	Remmi Halford
2AB	Alarna Wrenn
3AS	Louie Hanna
3/4LM	Ilyes Haddouche
4SM	Penelope Subhan
5LM	Jamil Dana
5/6NW	Naizur Rahman
6BP	Albert Nyamutora Tigere



### LOWER KEY STAGE 2

Welcome back after the Easter break! It has been wonderful to see everyone return refreshed and ready to learn. This week, we have been celebrating Core Values Week, with a focus on Courage, Honesty, Integrity, Respect and Self-discipline - qualities we encourage all our children to demonstrate both in and out of school. A gentle reminder to parents and carers to please complete consent forms and submit any outstanding payments for the upcoming Black Country Museum trips taking place this half term. This can only be done on ScoPay. Any problems, please see the office staff for support.



### UPPER KEY STAGE 2

This week is Core Values Week, where we have been focusing our learning on Courage, Honesty, Integrity, Respect and Self Discipline. Our character curriculum is an integral part of our teaching, as we aim to support children in developing into kind, respectful and responsible individuals. To bring these values to life, we have added a 'Traitor's'-style twist, with children taking part in challenges, completing tasks, earning shields and making nominations throughout the week. The children have thoroughly enjoyed this approach, engaging enthusiastically and reflecting thoughtfully on what these values look like in action.






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**NAH**  
**1**  
**DAY OFF**

**RMH**  
**5**  
**DAYS OFF**

**RAY**  
**6**  
**DAYS OFF**

**1CP**  
**No**   
**DAYS OFF**

**1/2DN**  
**7**  
**DAYS OFF**

**2AB**  
**14**  
**DAYS OFF**

**6NOV**  
**DAYS OFF**

**3AS**  
**12**  
**DAYS OFF**

**3/4LM**  
**12**  
**DAYS OFF**

**4SM**   
**5**  
**DAYS OFF**

**5LM**   
**5**  
**DAYS OFF**

**5/6NW**  
**8**  
**DAYS OFF**

**6BP**  
**6**  
**DAYS OFF**





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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](http://nationalcollege.com).

## What Parents & Educators Need to Know about

# INSTAGRAM

follow

WHAT ARE THE RISKS?

Instagram is a highly popular social media platform owned by Meta. It allows users to share photos and videos, post stories, send private messages, go live, explore public content, and interact with others worldwide. As a user-generated platform widely accessed in the UK, Instagram is directly affected by the Online Safety Act 2023, which places legal duties on platforms to better protect children from harm.



### ADDICTIVE DESIGN

Instagram is designed to encourage prolonged engagement through endless scrolling, personalised recommendations, and social feedback such as 'likes' and comments. Young people may feel pressure to constantly check updates in case they miss out. Even with new regulatory duties, children can still lose track of time, affecting sleep, homework, and real-world relationships.

### SCHEDULED AND DIRECT MESSAGES

Instagram allows users to schedule direct messages. While convenient, this can result in messages arriving late at night or early in the morning, disrupting sleep and increasing anxiety. Although UK regulation requires stronger protections against stranger contact, risks remain if children accept unknown followers or move conversations across platforms.

### LIVESTREAMING AND PUBLIC EXPOSURE

'Going Live' enables real-time interaction with followers. If an account is public, broadcasts can potentially be viewed more widely, increasing exposure. Although under-16s face lighter restrictions and may require parental permission to use live features, livestreaming still carries risks, including inappropriate comments, pressure to perform, and unwanted contact.

### THREADS AND PUBLIC CONVERSATIONS

'Threads' is Instagram's linked, text-based platform, where posts can appear within the Instagram environment. It encourages participation in public conversations that may involve strangers. While parental controls may carry across, children can still encounter misinformation, hostile exchanges, or inappropriate content, particularly in trending or viral discussions.

### META AI AND BLURRED BOUNDARIES

Instagram includes Meta AI chat features, allowing users to ask questions and receive responses. Young people may access inaccurate or unsuitable information, or begin to treat AI as a trusted companion. Although platforms are expected to reduce harmful outputs under UK law, AI systems can still provide misleading information and are not a substitute for real relationships.

### EXCLUSION AND SOCIAL PRESSURE

Instagram centres around visibility and social approval. Not being tagged, receiving fewer likes, or being excluded from group chats can deeply affect a young person's sense of belonging. Even with the regulatory changes limiting harmful content and stranger messaging, peer comparison and online social hierarchies continue to impact young people's self-esteem and emotional wellbeing.

## Advice for Parents & Educators

### USE TEEN ACCOUNT PROTECTIONS

Ensure children sign up with their real age. Instagram's 'Teen Accounts' provide default private profiles for under-16s, restrict who can message them, and apply stronger content controls. Review messaging settings, nudity protection features, and live permissions together. Remember that safeguards are helpful but not foolproof, and regular review is essential.

### TALK ABOUT THE LAW AND SAFETY

Discuss how the Online Safety Act is designed to protect children, while explaining that no system removes all risk. Help young people understand why age verification, private accounts, and restricted messaging matter. Encourage them to question content, report concerns, and recognise that platforms have legal duties but families and schools still play a key role.

### SET HEALTHY BOUNDARIES

Use Instagram's activity dashboard and built-in time management tools to agree daily limits. Consider device-free times, particularly before bed, to protect sleep. Scheduled messages and constant notifications can interrupt rest, so explore notification controls together and encourage balanced offline activities to reduce dependency.

### KEEP COMMUNICATION OPEN

Create an environment where children feel comfortable discussing what they see or experience online. Talk about influencers, filters, AI chatbots, and online friendships – without judgement. Reinforce that AI tools are not real friends and that privacy matters. A calm, ongoing dialogue is far more effective than reacting only when problems arise.

### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator, and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government, comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



See full reference list on our website

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Good Provider