

# Newsletter

Issue 24

18.03.2022

## Our School Blog...

The sun is shining and it has been a great week. Our swimming lessons for Upper Key Stage Two began and it was great to resume taking our children out into the community to represent BB. We're so proud to share that a member of the public noted the positive behaviour and attitudes of the children whilst at Potkyth and called the school office to share how impressed they were - well done Faith class!

Pupils across the school have celebrated Science week this week! It was great to see them appreciating signs of spring and seasonal change in Key Stage One. The Key Stage Two children were particularly enthusiastic about celebrating the diversities and aspirations of famous scientists. Thanks goes to Mrs Lowe who organised these activities and shared her gifts and talents in Science this week.

This week, we met with Ben and Isla, our Prime Minister and Vice, for lunch. We discussed the key points the School Parliament wish to raise with us and had some great conversations about how to ensure pupil voice is heard across the school. As always, ensuring our pupils are happy and safe is our commitment. All pupils from year Two onwards are completing surveys over the next week to gather their thoughts and feelings about school life and we look forward to sharing the findings with you.

Don't forget, next week we have our parent consultations; meaning all clubs are cancelled. If you have not yet booked your consultation, we strongly recommend that you call the school office at your earliest convenience to secure your appointment. This is an important opportunity to gain a good understanding of what is working well for your child at this time, what their next steps are and how you can support at home.

Have a restful weekend.

Miss Jane and Mr Hobbs.

### Supporting Ukraine

As a school, we have decided to support the Holy Trinity Church in collecting items for the Ukraine. We feel it's important to encourage the children to be 'courageous advocates' and help wherever they can. Over the next two weeks (22nd March - 1st April) the school will be a collection point for these items. If you are able, it would be great to be able to donate lots of items together as a school to support this work. We also have a Ukraine prayer tree in school, if any of your children would like to write a prayer to put on the tree, this would be warmly encouraged.



**SUPPORTING UKRAINE**  
HOLY TRINITY PARISH CHURCH  
ST AUSTELL

**DONATION ITEMS NEEDED CAN YOU HELP?**

- Personal hygiene items (soaps, dental, shampoo, deoderant)
- Sanitary products (pads, tampons)
- Medical supplies (first aid, bandages, plasters, tourniquet, slings, crutches, wheelchairs)
- Baby essentials (nappies, wipes, milk, bottles, dummies & baby food)
- Medicine (paracetamol, antiseptic cream, ibuprofen, cough medicine)
- Foil blankets

As you will be aware, the COVID guidance has changed and this now means that there has been some changes to our risk assessment and COVID procedures.

### What changes have been made in school?

- Regular cleaning and ventilation will continue to be in place in classrooms.
- Children will be supported to continue maintaining good hygiene measures through regular hand washing or sanitising and reminders about the importance of 'catch it, bin it, kill it'.
- School staff are no longer eligible for twice weekly testing.
- There is no longer a requirement for staff to wear masks.
- Face-to-face Collective Worship will resume but this will take place in phases to reduce numbers of pupils in the hall at once.
- Children attending breakfast club and after-school provision will no longer be separated in 'bubbles'
- Pupils will no longer be asked to sit in class 'bubbles' at lunch times whilst eating.

### What do I do if my child tests positive?

Whilst self-isolation is not a legal requirement, it is necessary for us to protect other pupils and staff from possible infection with COVID-19. Therefore, it is recommended that children remain at home if they have tested positive for 5 days as outlined in the guidance here <https://www.gov.uk/government/publications/covid-19-people-with-covid-19-and-their-contacts>

It is advised that if your child tests negative on an LFD test on day 5 and 6, they can return to school as usual providing they are well enough. If your child tests positive but remains well enough to engage in remote learning at home, work will be set via your child's class dojo portfolio where teachers will upload a daily timetable and list of lessons due to be completed. As always, if you experience any difficulties accessing this, please do not hesitate to contact us.

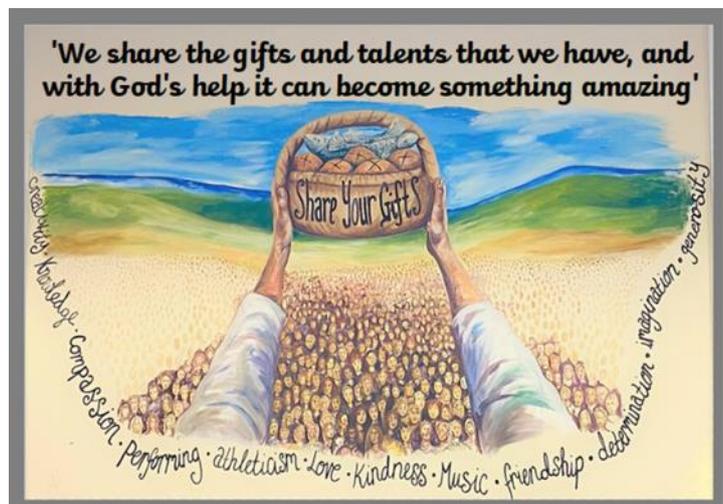
We recognise that this guidance has changed somewhat from the procedures in place previous to half-term and encourage you to contact the school office if you have any further questions.



This week, we celebrate Nathan who has shared his talent for needle felting. Not only did Nathan do a demo for the class, but has also been making animals for his peers.

Well done Nathan. We are very proud of you.

Our school vision is at the heart of all we do at Bishop Bronescombe and we feel it is important to sharing the achievement of a child who has worked hard to share their gifts and talents.



## This week's achievers

Well done to the children below for following our BB Rules for Life. This week, we are celebrating our achievements in RE.

### Little Doves

Rowan

For always showing respect towards others beliefs and taking a genuine interest in finding out about different cultures and religions

### Little Fish

Bethany

For showing great enthusiasm when learning about the religion of Judaism, and for being keen to share your knowledge during class faith flashbacks

### Little Lambs

Mawgan

For a wonderful representation of a menorah using loose parts

### Peacocks

Kiryn

For always contributing during collective worships

### Pelicans

Rowan

For always showing respect towards others beliefs and taking a genuine interest in finding out about different cultures and religions

### Phoenix

Danny

For your retelling of the story of Abraham & Sarah and understanding why this is important to Jewish people

### Angels

Cathryn

For having an open mind and being able to listen with respect and consider other people's thoughts and suggestions

### Faith

Alanna

For your understanding and open mindedness to different faiths and viewpoints

### Hope

Lucas

For carefully and respectfully considering the beliefs of other religions when reflecting the question, 'what do other religions believe their God to be like?'

## This week's achievers...



This week, we learnt about and celebrated the Christian value compassion. During Collective Worship, we reminded ourselves of the teachings of Jesus and what the world would be like if we all acted with compassion for others. We had moments of reflection to identify someone in our lives who may need our compassion more than ever at the moment. Why not ask your child what compassion means to them?

### Little Doves

Charlee-Ann

For ensuring a child in class had a friend and was there when needed

### Little Fish

Darcie-Beau

For showing compassion to a friend when she was upset this week

### Little Lambs

Oscar

For showing compassion to others and helping them

### Peacocks

Christian

For always looking after your friends when they have been hurt. It was lovely to see such a caring attitude towards classmates.

### Pelicans

Lilli

For showing compassion in Guided Reading when reading about Rosa Parks and other influential women

### Phoenix

Joey

For showing empathy and understanding during our Guided Reading sessions this week

### Angels

Ella

For always noticing and being aware of how her friends are feeling and being supportive

### Faith

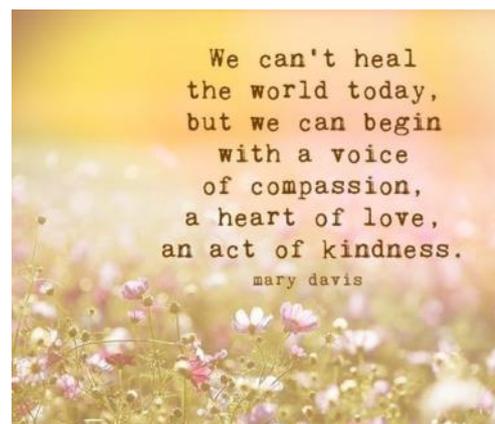
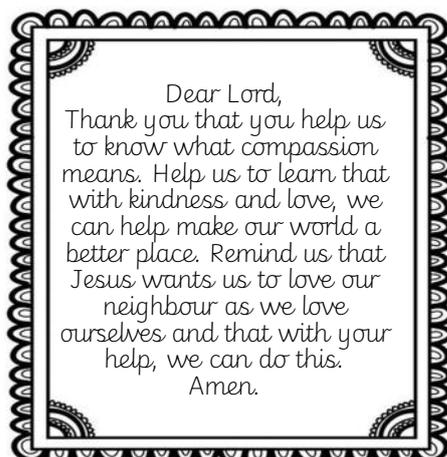
Isaac

For showing compassion to your peers during swimming. You were so supportive to nervous friends

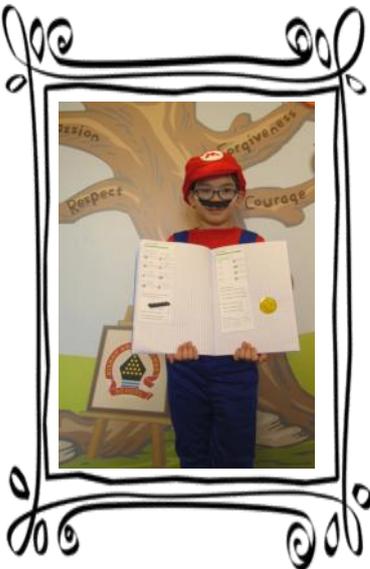
### Hope

Kaleb

For being so kind and caring to everyone and everything



## Amazing Work



## Important information

**MONDAY 21ST—FRIDAY 25TH MARCH**

Drama, football, netball, choir, hockey, cross country and multi-skills will NOT be running next week.

The cricket club on Tuesday, run by Cornwall Cricket is still on.

**FRIDAY 8TH APRIL**

BB Kids wraparound will not be running on the last day of term.

# Science Week



This week the whole school have taken part in science week. We have all had lots of fun carrying out different investigations and learning about famous scientists through stories. EYFS have spent some time at the pond collective frog-spawn, KS1 have gone on a spring walk and investigated hand spans, LKS2 have been thinking about forces and UKS2 have looked at diversity in science.



Everyone took part in a collective worship that focused on smashing stereotypes and helping the children to realise that they can all aspire to a career in STEM and each class have planted a sunflower seed to have a competition to see who can grow the tallest sunflower over the next few months.



## School spaces available for September 2022



Are you looking for a school that offers a nurturing environment where children learn play and thrive?

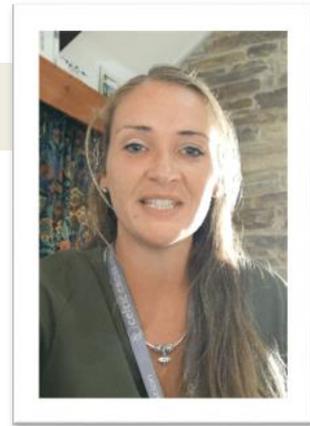


Come and have a look around Bishop Bronescombe C of E School and check out our fantastic Early Years Provision

# School Spaces Available

For further details please contact the school office on 01726 64322  
[bishopbronescombe.secretary@celticcross.education](mailto:bishopbronescombe.secretary@celticcross.education)





## PSA Bulletin

### This week let's talk about 'Resilience'

What is resilience and why do we need to help children to develop this?

Resilience is the process of adapting well in the face of adversity, trauma or stress – essentially it is about how we **'bounce back'**. There is lots of research that links resilience to good mental health / wellbeing and positive self-care.

**Relationships** are key, as resilience develops through a young person's **interactions with others** at home, at school and in the community. It can be important to think about what our own adult resilience is like; how we respond to challenges, what we do to look after our wellbeing and whether we are good at noticing signs of depleting resilience and respond accordingly to address this?

[Young Minds](#) has some fabulous resources available to parents covering a huge range of topics which may be helpful, particularly if your own resilience needs boosting. Gaining advice and support is often key. If you have not visited their website before, take a look at their 'Parent survival guide'.

Lots of factors can influence a child developing strong resilience and no two children will develop this at the same rate. Some children will definitely need more support than others. **The ability to 'cope'** and thrive is not just about children learning certain skills. Parents/Carers and all adults that come into contact with that child have a role to play. If adults respond appropriately to an adverse experience that a child has encountered then it is more likely that the child can be supported to flourish and thrive

[Watch this very short VIDEO](#) to understand a little more.

To support with this, it can be helpful to keep in mind the common developmental stages that a child is navigating both at home and in school. Without exposure to some challenges and less familiar experiences we would actually be doing our children a disservice – it is through encountering these and being supported to navigate them successfully that resilience can be bolstered.

*Please note, the following chart is not an exhaustive list and of course each child develops at different rates. Based on the support I have provided to families this chart represents some of the most common conversations I have had.*

**Build Their Bounce**  
Every day is a chance to build protective factors that promote resilience in children.

**Build Attachments and Relationships by:**

- Really listening
- Playing together
- Being there

**Build Initiative by:**

- Celebrating strengths
- Exploring new things
- Offering challenges

**Build Self-Regulation by:**

- Naming feelings
- Teaching coping skills
- Offering choices

Devereux CENTER FOR RESILIENT CHILDREN [www.CenterForResilientChildren.org](http://www.CenterForResilientChildren.org)

The infographic features a silhouette of a child jumping joyfully against a bright, sunlit sky. The text is arranged in a clear, structured layout with bullet points for each category.

# Parent Support Bulletin continued...

Age and Stage	Common milestones	Common challenges	What we can do to help increase resilience	Age and Stage	Common milestones	Common challenges	What we can do to help increase resilience
4 – 5 yrs	Gross and fine motor skills are still developing	Sleep needs change. On average between 10-13hrs would be considered 'normal'	Promote independence with self-care skills (dressing, toileting, teeth brushing etc)	8 – 9 yrs	More aware of other's	Likely to complain about friendship issues / other kids reactions	Build self-esteem through 'acceptance' – by encouraging them to be themselves
	Playtime becomes more imaginative	May confuse 'real' and 'make believe'	Role model 'good manners' and positive ways to interact		Increase in consciousness about themselves / appearance / development	Can become less 'attentive' / more distracted	Role model good self-care and things that promote positive wellbeing / mental health
6 – 7 yrs	Learning to interact and communicate with peers appropriately	Sharing is still a skill to be developed	Talk about their day, share and engage in reading / singing / cooking / playing together	10 – 12 yrs	May expand social groups / increase in friends but still relies heavily on family, parents and teachers	Can still resort to aggression when upset despite having the vocab to express how they feel in words	Provide tools and strategies to help them communicate their feelings without having to have an in-depth conversation
	Learning how to ask for help when they need it and how to get this help from adults other than their main caregivers	Can develop more 'fears' and experience separation anxiety	Reinforce 'good' behaviour with praise and recognition		May begin to enjoy competition more	Easily distracted / over stimulated and influenced by technology – can impact on attention span, sleep patterns and behaviour	Maintain consistent boundaries despite their objections that they are 'growing up'
4 – 5 yrs	Become less aware of only one's self and more aware of people around them	Still learning 'right from wrong'	Make time for play and limit screen time	8 – 9 yrs	May begin to enjoy competition more	Easily distracted / over stimulated and influenced by technology – can impact on attention span, sleep patterns and behaviour	Remember the value of family time and the need your child has for continued 1:1 time too
	Generally are spontaneously kind and caring	Tantrums and protests to not 'getting what they want'	Require lots of supervision		Onset of puberty can begin to impact on children	Can be more argumentative as they find their sense of justice and develop stronger preferences and beliefs	Tech free time before bedtime will help with night time routines
6 – 7 yrs	Coordination improves which helps gross and fine motor skills	More learning happens at a 'desk' which some children find more challenging than others	Children may need a 'run around' more-so after school or equally they may need the 'downtime' before feeling ready for another activity	10 – 12 yrs	Value friendships over other things	Peers are influential and it can be easy to be swept along if adult guidance isn't readily available	Communicate clearly about limits, expectations and consequences
	Confidence grows – more comfortable with time away from parents	Prone to taking risks without thinking about safety issues	Support with comprehension about danger awareness		May develop romantic interests	Emotional / mood swings	Acknowledge growing need for privacy but couple this with trust and regular check in's
6 – 7 yrs	Developing preferences	Peer pressure can begin to become very influential	Ensure you have clear and consistent boundaries	10 – 12 yrs	Growing desire for privacy and independence	Likely stage for anxiety about transitions / getting older	Continue to reinforce 'wanted behaviour' through recognition and praise
	Generally children will be looking to 'fit in'	Can have difficulty 'controlling emotions'	Factor in activities, social interactions, sports/exercise alongside the closely monitored screen time		Can begin to see evidence that they are thinking more 'logically' at times	Can begin to feel as though you have less in common / less time together	Spend uninterrupted time together – you may have to 'meet them in their world' to achieve this
6 – 7 yrs	Likely to measure their performance against their peers	Can still be quite 'self-centred'	Routine in place to allow 9-12hrs sleep	10 – 12 yrs	Testing out new ideas	9-11 hrs sleep still recommended	
	Eager to 'please' and help out	Likely to test boundaries					

## How to contact me:

It's never too soon to make contact if you have any concerns. You can reach me via text on the PSA mobile 07903 613074 or via email,

[terri-anne.old@celticcross.education](mailto:terri-anne.old@celticcross.education)

Normal working days are Tuesday and Wednesday 8.00-16.00 and Thursday 8.00-13:00



## Dates for your diary...

Angels and Hope classes swimming lessons - Monday 21st - Friday 25th March

Hope, Faith and Angels Parent Consultations - Monday 21st March and Wednesday 23rd March

Phoenix, Peacocks, Pelicans, Fish and Lambs Parent Consultations - Tuesday 22nd March and Wednesday 23rd March

YR/Y6 Weights and Measures check - Tuesday 22nd March

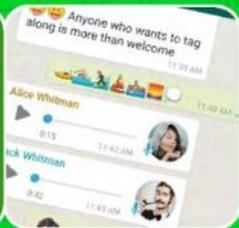
Nº BB Kids - Friday 8th April

2022 Inset Days Mon 6th June 2022 / Mon 25th Jul 2022 / Tues 26th Jul 2022

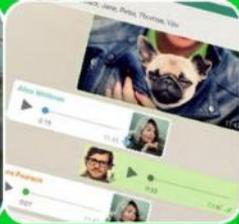
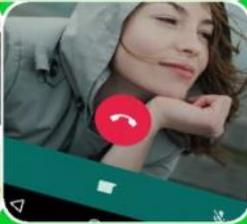
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WhatsApp is one of the most popular messaging apps in the world, with more than 1.5 billion people in more than 180 countries using it to send and receive text, photos, videos and documents, as well as make voice and video calls through an Internet or Wi-Fi connection. The free app offers end-to-end encryption, which means that messages can only be read by the sender and the recipient in one-to-one chats, or all members if it is a group chat. Not even WhatsApp can read them.



AGE RESTRICTION  
16+



# What parents need to know about



# WhatsApp

## AGE LIMIT CHANGE

Since May 2018, the minimum age for using WhatsApp is 16 years old if you live in the European Union, including the UK. Prior to this, the minimum age was 13, which still applies for the rest of the world. WhatsApp has not yet stated whether it will take action against anyone aged between 13 and 16 who already hold accounts under the old terms and conditions, such as closing their account or seeking parental permission.

## SCAM MESSAGES

Occasionally on WhatsApp, people receive spam messages from unauthorised third parties or from fraudsters pretending to offer prizes to 'lucky people' encouraging recipients to click on a link to win a prize. A common scam involves messages warning recipients that their WhatsApp subscription has run out with the hope that people are duped into providing their payment details. Other scam messages include instructions to forward the message in return for a reward or gift from WhatsApp or another person.

## FAKE NEWS AND HOAXES

WhatsApp has been linked to enabling the spread of dangerous viral rumours. In India, for example, a number of attacks appear to have been sparked by false rumours shared on WhatsApp.

## THE 'ONLY ADMIN' FEATURE AND CYBERBULLYING

Cyberbullying is the act of sending threatening or taunting text messages, voice messages and videos, with the aim to hurt and humiliate the receiver. The group chat and group video call features are great for multiple people to chat simultaneously, but there is the potential for people to hurt others with their comments or jokes. The 'only admin' feature gives the admin of a group chat greater control over who can send messages. Whilst this can be good for one-way announcements, the group admin has the power to block somebody from responding to an offensive message in a chat, which could result in a child being upset and unable to reply.

## CONNECTING WITH STRANGERS

To start a chat in WhatsApp, you need to know the mobile number of the contact you want to speak to and they also need to have the app downloaded. WhatsApp can find contacts by accessing the address book of a device and recognising which of those contacts are using WhatsApp. If your child has shared their mobile number with somebody they don't know, they can use it to get in touch via WhatsApp.

## LIVE LOCATION SHARING

WhatsApp's 'Live Location' feature enables users to share their current location in real time to their contacts in a chat, allowing friends to show their movements. The feature, which can be found by pressing the 'attach' button, is described by WhatsApp as a "simple and secure way to let people know where you are." Location-sharing is already a common feature on other social apps, including Snapchat's Snap Map and Facebook Messenger and can be a useful way for a child to let loved ones know they are safe. However, if your child is in a group chat with people they do not know, they will be exposing their location.



## National Online Safety

# Top Tips for Parents



## CREATE A SAFE PROFILE

Even though somebody would need your child's phone number to add them as a contact, as an extra security measure we suggest altering their profile settings to control who can see their profile photo and status. The options to choose from are 'Everyone', 'My Contacts' and 'Nobody'. We suggest selecting 'My Contacts' or 'Nobody' to ensure their profile is protected.

## EXPLAIN HOW TO BLOCK PEOPLE

If your child has received spam or offensive messages, calls or attachments from a contact, they should block them. Messages and status updates sent by a blocked contact will not show up on the phone and will stay undelivered. Blocking someone will not remove this contact from the contact list - they will need to be removed from the phone's address book. To block a contact, your child needs to open the person's chat stream and tap on the settings.

## REPORT SCAM MESSAGES

Advise your child not to tap, share or forward any message that looks suspicious or sounds too good to be true. When your child receives a message from an unknown number for the first time, they will be given the option to report the number as spam directly inside the chat. They can also report a contact or a group as spam using the following steps: 1) Open the chat. 2) Tap on the contact or group name to open their profile information. 3) Scroll to the bottom and tap 'Report Spam'.

## LEAVE A GROUP

If your child is part of a group chat that makes them feel uncomfortable or has been added to a group they don't want to be part of, use the group's settings to show them how to leave. If someone exits a group, the admin can add them back in once, if they leave again, they cannot be added again.

## USING LIVE LOCATION SAFELY

If your child needs to use the 'Live Location' feature to share with you or a friend, advise them to only share it for the amount of time they need to. WhatsApp gives the options of either 15 minutes, one hour or eight hours. However, your child can choose to stop sharing at any time.

## DELETE ACCIDENTAL MESSAGES

If your child has sent a message to the wrong chat or if a message they sent has contained a mistake, they can delete it. To do this, simply tap and hold on the message, choose 'Delete' and then 'Delete for everyone'. The app allows seven minutes to delete the message after it has been sent, but it is important to remember that recipients may have seen and screenshot a message before it was deleted.

## SET TIME LIMITS

A 2017 study found that by the age of 14 the average child will have sent more than 35,000 texts, 30,000 WhatsApp messages and racked up more than three solid weeks of video chat. Although it is inevitable that your child will use technology, you can still set boundaries. This is not easy, especially since teens use their devices for both schoolwork and free time, often simultaneously.

SOURCES: <https://www.theguardian.com/technology/2018/may/07/whatsapp-plans-to-raise-under-16s-the-my-story-is-how>; <https://www.independent.co.uk/news/technology/whatsapp-updates-18185183a-proxies-forward-messages-app-downloads-18185181.html>