

St. Patrick's Catholic Primary School Newsletter - Issue 14 - February 2024

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Dear Parents, Carers & Parishioners,

Half-term is upon us - where have the last 5 weeks gone? The children have all worked exceptionally hard and thoroughly deserve their break. When we return after the short holiday, there are some exciting upcoming events which will be shared in the next issue, where we are very excited to welcome you back into school and back into the classroom to see what your child has been learning. I hope everyone enjoys the short break.

David and Sam

World Book Day



This year we will be celebrating World Book Day on **Friday 8th March 2024**. At St. Patrick's, we value reading extremely highly and we are going to take part in this special event to celebrate the joy of books and to promote the 'love of reading'. We are therefore inviting all children to come to school dressed as a book character of their choice. Please remember that this should not be an additional expense and we actively encourage the children to dress up in whatever they already have - **please do not go out and buy anything special**.

We would also like to invite you to a special breakfast at **8:30am**. Can you think of anything better than coming into school, having some breakfast and reading a fantastic book with your child? We can't and are already looking forward to seeing you all on Friday morning.

Attendance



Every parent and carer will have received a letter this week informing them whether their child's attendance is above or below the Trust and school target of 97%. As a school, we want to help any child whose attendance figure is below 90%, as this is deemed to be persistently absent. If your child's attendance figure is less than 90% then you will receive a subsequent 'Attendance Monitoring' letter and phone call from the school office to arrange a face-to-face meeting in school to explore the barriers to school attendance. **Please do not become upset if you have received this letter - take it as a sign that we care deeply about your child and want to work with you to leave no stone unturned to help improve their attendance.**

As we have implemented the new BWCET policy, these letters will begin at 1c - we must begin here as the attendance figure is below 90%. Thank you for your continued support and understanding.

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Online Safety Tips

Article 19: The right to be protected from all forms of harm

Persuasive Design

Apps and sites are all competing for our attention. Over the years, numerous strategies have been developed which are intended to influence users' behaviour – making us more likely to remain on a site, game or platform for longer periods of time. These techniques are known as 'persuasive design' and can have a particularly profound effect on children and young people.

Despite these tactics' evident effectiveness, there are still plenty of ways to help prevent yourself (and your child) from being psychologically swayed. This week's guide breaks down the potential risks posed by persuasive design online – and offers some top tips for recognising and reducing its impact on young people's decision making.

For many companies who operate in the online space, attention and engagement are the holy grail. Social media sites in particular make deliberate creative choices to keep people scrolling, reading, watching and clicking. This phenomenon is known as 'persuasive design' and it's being employed in the vast majority of the digital world's most popular destinations.

A study by the charity 5Rights Foundation concluded that "...the brain's response to rewards and punishments can be leveraged through persuasive design to keep children online." To tie in with Safer Internet Day 2024, our guide can help to educate youngsters on the effects of persuasive design – and suggests ways to insulate themselves from its influence.

Social Media

Review the location settings: Remind them, and explain why, they shouldn't share location on posts, or public forums and chats, videos or with people they don't know. Review the location settings on their favourite app or game and talk to them about what they're sharing online.

Sometimes it might be appropriate for your child to share their location with a trusted adult or friend. For example, if they're travelling home alone or arranging to meet a group of friends outside school.

Remember: If children share their location publicly, it could be seen by someone they don't know. This can increase the risk of cyberbullying, stalking or unwanted contact (from friends or others) or becoming a target.

Get to know the safety and privacy settings: Explore the safety and privacy settings on any app, to decide which are right to use for your child. Each app has slightly different ways to set up an account, but most have the option to set an account to private, to not allow friend requests, and to hide the user's location. Explain these settings to your child and the reasons for having them in place.

Age ratings and features: Get to know the age ratings of the apps that your child uses. Many have a minimum age of 13 years old to be able to sign up, but you should check the age rating of individual apps to make sure. Don't forget that you know your child best, and you might decide that they need to be a little bit older before it's suitable for them.

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DO YOU SOMETIMES WORRY ABOUT HOW YOU ARE FEELING?

If so, read on!

Here are some brilliant tips from children just like you*. These children have also had ups and downs with their mental health and want to pass on some ideas that have helped them:

- Ask for help – from a teacher, parent, brother, sister, or other family member. Keep telling until someone listens to you.
- Remember you are not alone – everyone goes through tough times. Be kind to yourself – everyone is perfect in their own way.
- Stay calm – take some breathers or find somewhere to sit quietly for 2 minutes.
- Go outside and get some exercise to make yourself feel stronger.
- Spend time with your family and friends (or pets).
- It's okay to not always be okay.
- Think of your favourite thing and write it down.
- Keep a diary to track all your emotions.
- Stay positive and focus on things that make you happy. If you can't think of anything, maybe a friend can help you.
- Remember you are enough, and you are the only you.
- If you are being bullied, maybe the bully is being bullied or has something going on at home and they're taking it out on someone else. Tell an adult or trusted friend.



DO YOU SOMETIMES FEEL A BIT WORRIED ABOUT HOW SOMEONE ELSE IS FEELING?

If so, read on!

Things you can say to help support someone else:



*With thanks to the pupils at Seascope Primary School and Ark Globe Primary School.

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BEANO

CHILDREN'S MENTAL HEALTH WEEK

Children's Mental Health week

My Voice Matters is about empowering children and young people by providing them with the tools they need to express themselves.

When we feel empowered, this can have a positive impact on our wellbeing. Children and young people who feel that their voices are heard and can make a difference have a greater sense of community and self-esteem. This year, we want children of all ages, backgrounds and abilities to be empowered to work together to create a positive change for their mental health and wellbeing.

During Children's Mental Health Week we want all children and young people, wherever they are, and wherever they are in the world, to be able to say – and believe - "My Voice Matters".

This week in school children have been given the chance to reflect upon their mental health and to articulate their feelings and emotions about anything they need to discuss.

As parents and carers, you play an important role in your child's mental health.

Families, parents and carers can get involved too! [Download some free resources](#) so you can take part at home.

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Any new dates added to the calendar will be shown in blue.

Date	Event	Time	Parents Invited
Monday 8th January	Children return to school	8:45am	Yes
Tuesday 30 th January	SEND Parental Coffee Meeting	??	Yes
w/b Monday 5 th February	Children's Mental Health Week	All Week	No
Tuesday 6 th February	Safer Internet Day	All Day	Yes
Thursday 8 th February	FOSPA Valentines disco	TBC	—
Friday 9 th February	Break up for half-term holiday	3:25pm	Yes
Monday 19 th February	Return to school for Spring 2nd Term	8:45am	Yes
Wednesday 31 st January	Year 2 parents SATS Meeting	3:30pm & 4:15pm	Yes
Wednesday 7 th February	Year 1 Parental Phonics Meeting	3:30pm & 4:15pm	Yes
Thursday 8 th February	Year 6 parents SATS Meeting	3:30pm & 4:15pm	Yes
Tuesday 20 th February	Year 1/2 'Seeing is Believing'	1:15pm – 3:25pm	Yes
Wednesday 21 st February	Year 3/4 'Seeing is Believing'	1:15pm – 3:25pm	Yes
Thursday 22 nd February	Year 5/6 'Seeing is Believing'	1:15pm – 3:25pm	Yes
Wednesday 6 th March	Reception Stay and Discover Number	AM	Yes
Friday 8 th March	World Book Day - breakfast	8:30am	Yes
Friday 8th March	Mother's Day tea & gifts	2:30pm	Yes
Friday 8 th March	Interim Reports go out	3:30pm	--
Monday 11 th March	Parents Evening	3:30pm - 6:00pm	Yes
Tuesday 12 th March	Parents Evening	3:30pm - 6:00pm	Yes
Friday 15th March	Comic Relief: non-uniform day	All Day	No
Monday 25 th March	Year 1 & 2 Palm Sunday Liturgy	2:45pm	Yes
Tuesday 26 th March	Year 3 & 4 Last Supper Liturgy	2:45pm	Yes
Wednesday 27 th March	Year 5 & 6 Garden of Gethsemane Liturgy	2:45pm	Yes
Thursday 28 th March	Crucifixion and Resurrection Liturgy	1:00pm	No
Thursday 28 th March	Break up for Easter holiday	3:25pm	Yes
Monday 15 th April	Return to school for Summer Term	8:45am	Yes

Thank you!
FOR SUPPORTING

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attendance MATTERS

Procedure for appointments during school hours

If you have to take your child out of school for any reason, including a medical, dental, school visit appointment, please could you inform the school office prior to the appointment along with any supporting evidence of the appointment. This is so that we can authorise the absence where we can and your child is not marked as unauthorised in our register.

Please see below guidance from the government regarding school attendance. <https://www.gov.uk/school-attendance-absence>

Children should aim to arrive in school by 8.55 am at the latest. **Persistent lateness causes disruption to your child's education.**

Year	Attendance this week:
R	90%
1 / 2	88.7%
3 / 4	95.63%
5 / 6	93.33%
Weekly Overall Attendance: 91.97%	
Yearly Attendance to date: 94.98%	

Late arrivals

Class registers are taken at 9:00am prompt as we don't want to miss any learning opportunities. **All children should be in class and sat down by 9:00am.**

We want all of our children to be sat down at their desks for 8:40am whenever possible.





Standards at St. Patrick's

Our expectations on attendance must remain strong and, as the parent community know, we take this part of our job very seriously indeed. We will be contacting parents/carers of those children who are persistently absent, this means any child with an attendance percentage of 90% or less. Please understand that this is a supportive measure and that we are working hard to leave no stone unturned to help your child achieve the very best possible outcomes.



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HOUSE POINTS

Feast Days:	St. Bede	St. Cuthbert	St. Hilda	St. Aidan
25th May 20th March 17th November 31st August				
Weekly total	226	123	185	160
Running total	1822	1624	1562	1656

Stars of the week

Amelie	Year R	For fantastic sentence writing
Ava	Year 1 / 2	For being a good role model to others
Jackson	Year 3 / 4	For showing great understanding of the Indus Valley in our synoptic task
Osagbemwonrhue	Year 5 / 6	For being kind and helpful to others

Rainbow Rewards

Red	Is for the blood he gave (Be Kind)	Jacob, Mrs Griffiths, Lyla, Chidera
Green	Is for the world he made (Be a steward)	Oliver B-B, Finley
Yellow	Is for the light so bright (Be humble)	
Orange	Is strong and full of might (Be courageous)	
Purple	Is for his hour of sorrow (Be compassionate and say sorry)	
Pink	Is for a new tomorrow (Be just and fair)	
Blue	Is for the sky he made so we can aim high (Never give up or take the easy option)	

**The rainbow is a sign of God's promise,
 He will guide us through any storm.
 When you feel battered by life's storms,
 Just remember God's rainbow is coming -
 It's only a prayer away.**

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Ask your child



We're sure you all ask your children what they have learned at school every day. We're also sure that the depth of answers that you receive will also vary, with some children saying, 'nothing'. To help aid your discussions, each week in the newsletter we will include a starter question that will help your child to talk about what they have been learning that week in school. Try it tonight

Reception	How do people celebrate Chinese New Year?
Year 1 / 2	When does Lent begin?
Year 3 / 4	Why does a telescope use 2 mirrors?
Year 5 / 6	What is water resistance?
General	How can people stay safe around a construction site?

Article 14: The right of freedom of thought, belief and religion

The Gospel in Church - Sunday 11th February



One day a man who had leprosy came to Jesus because he wanted to be healed. The man knelt in front of Jesus and said, "If you want to, you can heal my leprosy." Jesus was filled with compassion and said, "Of course I want to." Then Jesus reached out to touch him and said, "Be healed!" At once the man's leprosy disappeared and he was healed. Before sending the man on his way Jesus said firmly, "Don't tell anyone about this. Just go and show yourself to the priest, and take an offering to the Temple as commanded by Moses, and everyone will know that you have been healed." But, instead, the man went and told everyone what had happened. This meant that Jesus could no longer go openly into any town, but had to stay out in the country. Even so, people would still come to him from everywhere around.

Mark 1:40-45

The Gospel in Church - Sunday 18th February



The Spirit drove Jesus out into the wilderness and he remained there for forty days, and was tempted by Satan. He was with the wild beasts, and the angels looked after him. After John the Baptist had been arrested, Jesus went into Galilee. There he proclaimed the Good News from God. "The time has come," he said, "and the Kingdom of God is close at hand. Repent, and believe the Good News."

Mark 1:12-15

Ten:Ten Parental Newsletter



You can access the latest parental newsletter from Ten:Ten which shares the key messages, prayers and opportunities for worship at home by clicking [here](#).

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Recommended Read

Archie & Reddie #1: I Really Dig Pizza!

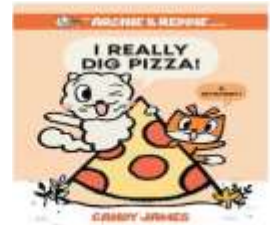
Archie cannot believe his luck when he stumbles upon a gift-wrapped pizza in the forest. Who would leave such a tasty treat unattended? Archie does what any sensible fox would do and buries the treat under a pile of dirt ready for his dinner. But when Reddie discovers the same pile of dirt she is determined to find out what lies beneath. Oh no! Will Archie be able to keep his cheesy treat a secret or will Reddie solve the mystery of the pile of dirt...

Page Count: 80

Age: Year 1 and 2

Genre: Graphic novel

Themes: Animals, humour, food



'a word about books' says... *"Archie & Reddie, two foxes who love having fun together, are awesome and make for a brilliant introduction to the wonderful world of graphic novels."*

Amelia Fang and the Barbaric Ball

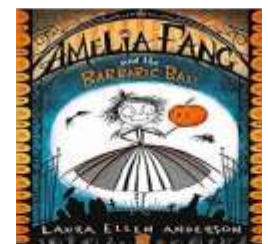
It is time for the annual Barbaric Ball hosted by Amelia's parents. She hates the ball but is hoping that this year's might be better as at least another child will be there. Unfortunately, Prince Tangine is utterly horrid. He is rude, demanding and only cares about himself. When he decides to take Squashy, Amelia's beloved pet pumpkin, a daring rescue mission is needed to get it back...

Page Count: 224

Age: Year 3 and 4

Genre: Adventure, fantasy

Themes: Humour, friendship, family, school



'a word about books' says... *"Ghastly, ghoulish and brilliant fun. The perfect balance of fun and fright and full of awesome alliterative phrases. You'll be munching on flabbergasting falafels, being chased by the Gremlin Guards and then it'll be time for your Repugnant Recipes lesson."*

The Blitz Bus

Jack and Emmie cannot believe it when they find themselves transported back to London, 1940, on their way home from school. It surely must be a film set. But then the bombs start falling, they attract the attention of the authorities and have to seek safety in the underground. Along with new friend Jan, can they uncover the identity of a potential spy and find a way to get back home...

Page Count: 218

Age: Year 5 and 6

Genre: Science-fiction, mystery

Themes: Historical, friendship



'a word about books' says... *"Blackwell delivers a thrilling wartime adventure that explores the Blitz through the eyes of children and it makes for a very enjoyable and educational read. It would be an excellent book for any child with an interest in World War 2."*

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What Parents & Carers Need to Know about PERSUASIVE DESIGN ONLINE

'Persuasive design' refers to the techniques that companies employ to influence our thoughts and behaviours when we're on the internet. These approaches can be spotted on websites, in apps and even as part of some video games. Persuasive design means that this content has been deliberately presented in a way that's intended to encourage you to spend your time or money (or both). These methods often prove highly effective at keeping people engaged and invested for longer than we might expect.

WHAT ARE THE RISKS?

POTENTIAL ADDICTION

In the digital world, persuasive design can make certain activities more addictive and harder to walk away from: some people may begin to feel anxious or irritated without access to their device or their favourite app, for example. It can also often leave users feeling isolated, as – if they spend most of their time on social media – they may start to find it difficult to talk to other people in real life.

MENTAL HEALTH CONCERNS

Scrolling online or gaming without regular breaks is proven to be harmful to our mental health. The constant bombardment of news stories (many of them negative), images and influencers' posts can create sensations of unease, uncertainty and FOMO (fear of missing out). Young people can get so immersed in this environment that they become less likely to spot misleading posts.

PROLONGED SCROLLING

Social media can draw any of us – regardless of age – into a continuous pattern of refreshing our screen, following posts and links down rabbit holes or reading countless comments made by others. This aimless scrolling can eat up time which could have been spent on more productive activities. It could also lead younger users into areas of the online world which aren't age appropriate.

KEEP SCROLLING

SENSORY OVERLOAD

Repetitively scrolling, clicking on links or playing games can create an unending stream of new information and visual stimuli. Put it this way: social media isn't exactly renowned as a carefree, chilled-out environment. Such overstimulation can become too much for young people to handle, resulting in sensory overload and causing them to feel stressed, overwhelmed and exhausted.

COSTLY ADDITIONS

Video games sometimes display offers for downloadable content or loot boxes which can be bought with real money. While these 'microtransactions' temptingly promise to improve a player's gaming experience, most of the time they are money sinks. Young people in particular, excited by the chance of enhancing their game, could spend quite a sizeable sum very quickly indeed.

PHYSICAL CONSEQUENCES

Hours spent sitting and scrolling means far less time moving around and getting exercise: horrid ideal for a young person's physical health. Additionally, prolonged exposure to the light given off by a phone's screen can lead to eye fatigue and discomfort, especially if viewing it in the dark. Extended phone use before bed can also impact on sleep quality, affecting mood and energy levels over the following days.

Advice for Parents & Carers

ESTABLISH LIMITS

Talk to your child about setting some time limits on how long they can use their phone, tablet or console in the evenings or at weekends – or perhaps how often they can go on a specific app, game or website. You could also decide to involve the whole family in creating this shared screen time agreement, making things fair (and healthier) for everyone.



ENCOURAGE MINDFULNESS

Acknowledging any addiction is key in overcoming it – and compulsive scrolling is no different. If anything mentioned in this guide sounds familiar, it could help to have an honest, open chat with your child about how much time they spend online. Get them to think about how often they scroll through social media aimlessly or habitually open it up whenever they have a spare moment.

NIX NOTIFICATIONS

Stop knee-jerk responses at the source by turning off push notifications and alerts. Whether it's a gaming notification or a social media update, these not-so-gentle reminders are designed to catch our attention and lure us back to our device. Switching them off – or even deleting any particularly intrusive apps – can help prevent your child from being reeled back into the online world.



MAKE A CHECKLIST

Considering a list of relevant questions can be an effective way of helping children figure out why they're scrolling on certain sites or consuming particular pieces of content. A checklist can prompt young people to ask themselves if they're learning anything or benefiting from this activity – or if they're wasting their time. Taking a step back can sometimes help us to see things more clearly.



Meet Our Expert

Katecat Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE) as well as delivering workshops and training for young people, parents and all kinds, who is also a subject matter expert on RSHE for the Department of Education.



The National College



National Online Safety

#WakeUpWednesday

@natonlinesafety

/NationalOnlineSafety

@nationalonlinesafety

@national_online_safety

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