



Newsletter 15

Friday 19th March 2021



01926 640326



admin2064@welearn365.com

Dear parents, and carers,

Dropping Off and Picking Up

Where possible, please ensure that only one parent/carer per family drops off and picks up at the start and finish of the school day. This will help to reduce the flow of traffic on and off site and aid social distancing. Thank you.

Social Distancing

Please avoid mingling on the school site or at the school gates. Government advice is that children from different "bubbles" should not mix. Please remember that most people are still awaiting their vaccination (school staff included!). Any positive cases of Coronavirus will cause bubbles to close and families to self-isolate. Self-isolation is disruptive and can have damaging financial implications for some families so please follow the rules around social distancing. Thank you for your continuing support with implementing social distancing measures. Hands! Face! Space!

Diary Dates

Friday 26th March 2021

MUFTI Day. Bring 50p to come in your own choice of clothes. All proceeds to School Fund

Thursday 1st April 2021

Last day of the Spring Term

Friday 2nd April 2021

Good Friday—school closed for a public holiday.

Monday 5th April-Friday 16th April

School closed for the Easter holiday

Friday 16th April

National Offer Day for Reception places September 2021

Monday 19th April 2021

Summer Term begins—children return to school

Monday 3rd May

Early May Bank Holiday—school closed

Friday 28th May

Break up for Half-term

Monday 7th June

INSET Day—school closed for staff training

Wednesday 21st July

Last day of Summer Term

Thursday 22nd July-Wednesday 1st September

Summer Holidays

Thursday 2nd September

INSET Day—school closed for staff training

Friday 3rd September

INSET Day—school closed for staff training

Monday 6th September

Autumn Term begins—children come to school

Best wishes, Mrs Westwood and all the staff at Lighthorne Heath. Have a lovely weekend!





10 Tips to Promote Good Mental Health

Maintaining good mental health is just as important as having a healthy body. It affects the way children think, feel and act. As a parent, you play an important role in promoting your child's mental health and recognising when there may be early signs of difficulties.

But how can you promote good mental health?

Put simply, you can do this by:

- being aware of the things you say and how you speak to your child;
 - clear and positive actions;
 - and through the environment you create at home;
- So, here are our 10 top tips on practical ways you can positively promote your child's mental health:



1. Connect with your child everyday.

Try to have make time every day for an activity where you can connect with your child without distractions that enables comfortable conversation. We all lead busy lives, but doing an activity like this together will offer your child the opportunity for them to feel secure and express how they are doing / feeling;

2. Have quiet time together.

This is a great way to connect with your child and takes no planning! Uninterrupted quiet time provides an ideal environment for your child to focus and build their attention span. When things are overwhelming, quiet time can help your child reset their thoughts and avoid behaviour escalation to meltdowns;

3. Praise your child when they do well.

Recognise their efforts as well as achievements- praise the small steps. For example, say your child has difficulty sitting quietly and calmly at the dinner table. Although desired, it would be unrealistic to initially expect them to do this for half an hour. So small steps might be praising that they achieved 5 -10 minutes. At the next meal this could be built on by reminding them of their previous achievement and setting a new goal of 15 minutes;

4. Foster your child's self-esteem.

Self-esteem is how they feel about themselves, both inside and out. Children with good self-esteem generally have a positive outlook, accept themselves and feel confident. Fostering self-esteem includes showing love and acceptance, asking questions about their activities / interests and helping them to set realistic goals;



10 Tips to Promote Good Mental Health



5. Actively listen to your child.

That's really listening to what they are saying and how they are feeling. Often the way children feel may seem unrealistic or disproportionate to adults but remember, children do not have the wisdom of experience and they may need help and direction to make sense of situations and feelings. Try to answer your child's questions and reassure them in an age-appropriate manner. Whilst you may not be able to answer all their questions, talking things through can help them feel calmer;

6. Wherever possible stick to commitments and routines.

Following through on commitments and routines builds trust and continuity, important relationship factors. Try to keep to as many regular routines as possible to help your child feel safe and secure. This includes having regular times for going to bed, waking up, eating meals and doing activities /hobbies;

7. Keep your promises.

Should the need to break a commitment or routine occur make sure there is a valid reason and take the time to explain why to your child. Remember success comes from keeping your promises to your child;

8. Find opportunities to play together.

Play is a fantastic way for children to learn new things and develop problem solving skills. It also offers great opportunities for them to learn how to express their feelings;

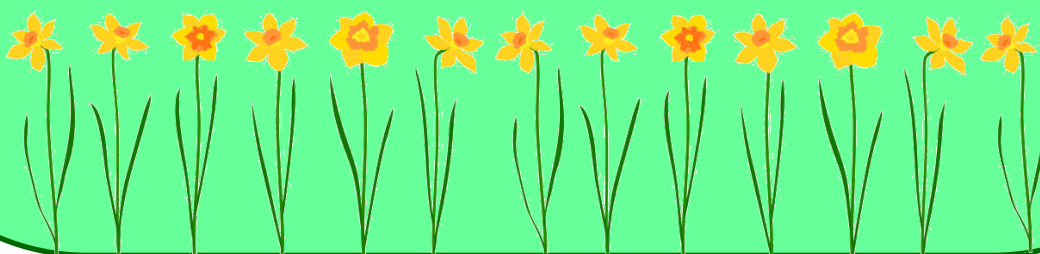
9. Be a positive role model.

Look after your own mental health and wellbeing. Children are intuitive and will readily pick up on feelings such as stress, anxiety, hopelessness and fear.

10. Help your child to develop a language of feelings.

Teaching children about feelings can be hard as it's an abstract concept but if they can understand and express their emotions, they will be less likely to 'act out'. For example, you can discuss how characters in a book are feeling and the reasons why they may be feeling that way.

We hope you find these tips helpful. It is important to recognise and accept that sometimes your child may not feel comfortable talking to you. As a parent this is a tough one, but the reality is that there will be occasions where this is the case. Rather than feel resentful or unhappy, you can take positive action and help them find someone they feel comfortable talking to e.g., a grandparent, an older sibling or another positive adult role model. Above all else, if you have any concerns, no matter how minor, or are at all worried about your child's behaviour, mental health or wellbeing please contact your GP. In the first instance they may offer a face-to-face appointment or may ask you to speak to them via phone or video call. GPs are experienced professionals trained to help and you shouldn't worry about wasting their time.



Kindness



As you will know from the additional letters that you've received during the extraordinary circumstances of the pandemic, Charlie Mackesy's book, *'The Boy, the Mole, the Fox and the Horse'* has come to hold a very special place in all of our hearts. Charlie's messages in the book have helped many people to cope and remain positive, under the most difficult of circumstances. His beautiful illustrations and words have brought light to many of us on dark days.



We were so pleased to be able to gift a small number of books to

some of our wonderful children and families at Lighthorne Heath, but felt

disappointed that we were unable to afford to purchase one for *every* family.

So, we were blown away by the enormous kindness of two of our families, who then contacted us and offered to donate more copies of the book to school, so that everyone could receive one.

It's acts of kindness such as these that make our school community such a uniquely special place..... thank you, from the bottom of our hearts.





Full school re-opening last week has created a great opportunity to re-visit our UNICEF Class Charters.

A charter is a visual document that establishes an agreed set of rights-based principles

upon which relationships can be based and which provide a language for shared values. Our Charters support a positive learning environment for children in the classroom, across the whole school, in the playground or other areas within our school setting.

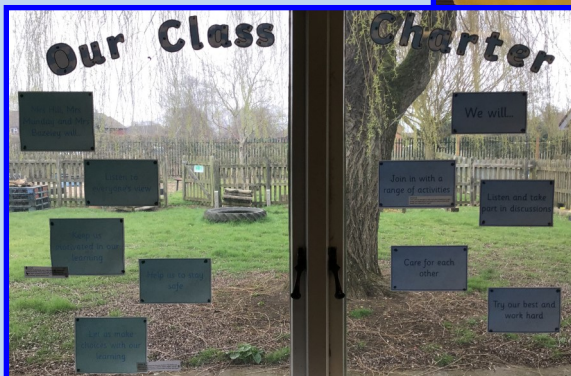
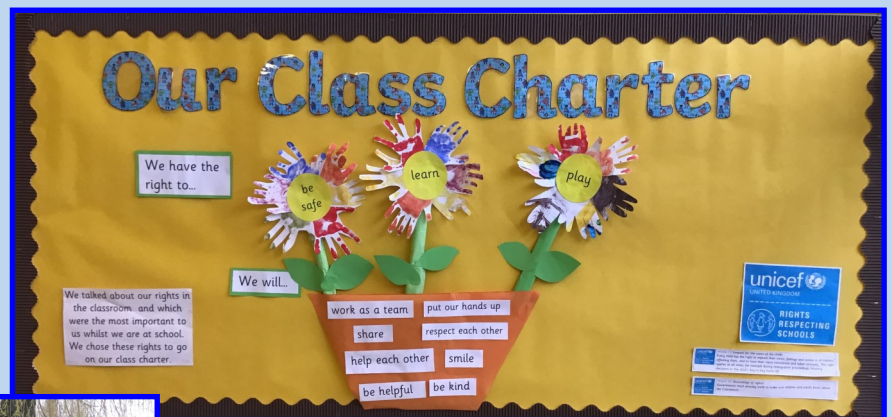
Creating a charter helps to make the United Nations Convention on the Rights of the Child (CRC) more prominent and relevant. It is a framework for both adults and children and young people on how to respect each other's rights. A charter not only provides an opportunity to learn about specific articles from the CRC, but helps to establish and build shared values and relationships for creating a rights respecting ethos. The process of developing a charter models a rights respecting way of working in school.

unicef
UNITED KINGDOM



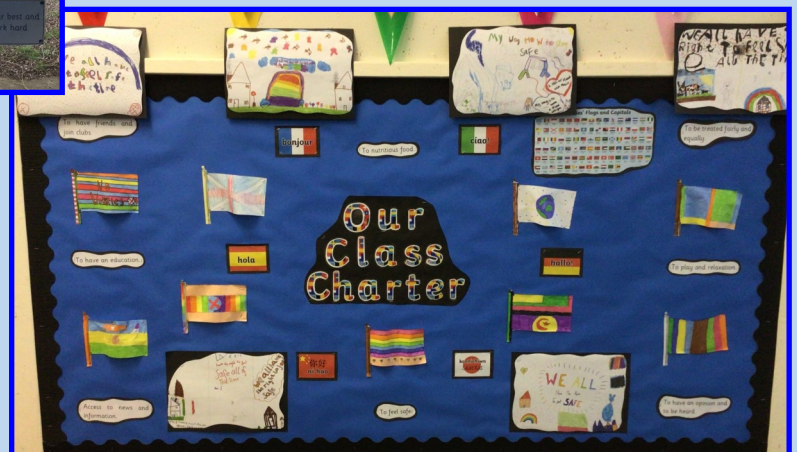
**RIGHTS
RESPECTING
SCHOOLS**

Nursery and Reception Class Charter



Year 1/2/3 Class Charter

Year 4/5/6 Class Charter

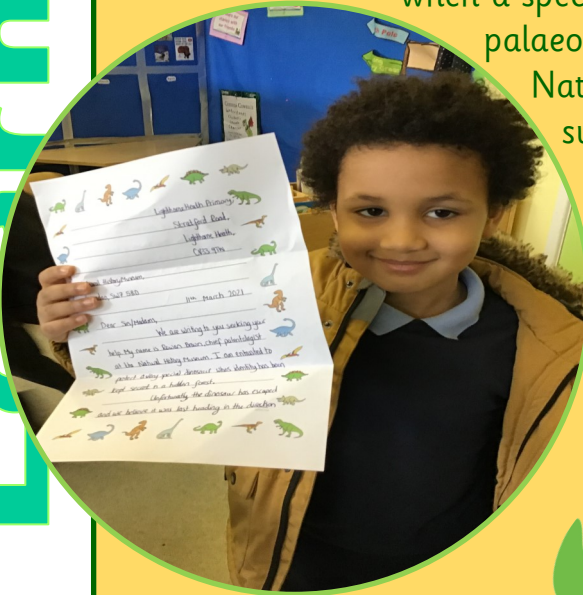


UN Convention on the Rights of the Child
Article 29: Goals of education



Nursery and Reception Dangerous Dinosaurs

Reception and Nursery had an exciting start to the week when a special letter arrived from the palaeontology department at the Natural History Museum. They suspected that one of their research dinosaurs had escaped from a hidden forest and believed it was last heading in the direction of Lighthorne Heath.



The palaeontologists asked us to go outside a look for clues in case the dinosaur had been nearby.

We were amazed to find some large dinosaur footprints and a dinosaur nest with two eggs!





Nursery and Reception Dangerous Dinosaurs

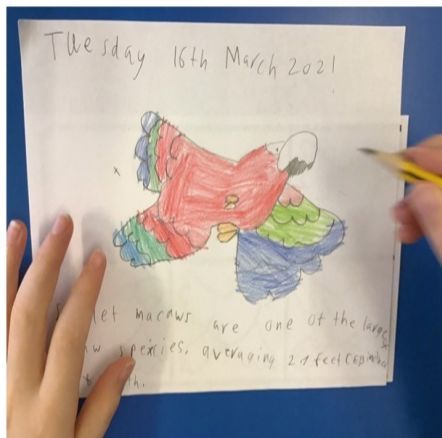
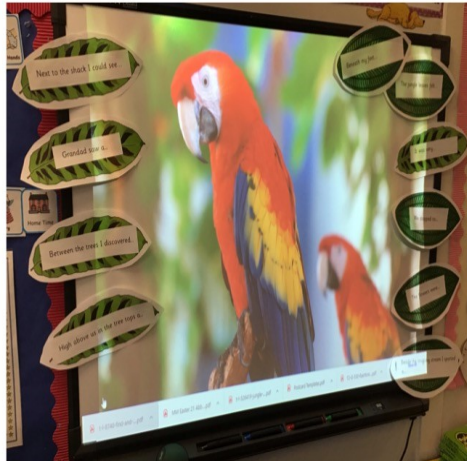
The children also became scientists when they had a challenge to safely extract some baby dinosaurs from their icy egg coverings. The child practiced their fine motor skills using syringes and pipettes and explored the effects of sugar, salt and vinegar on ice.



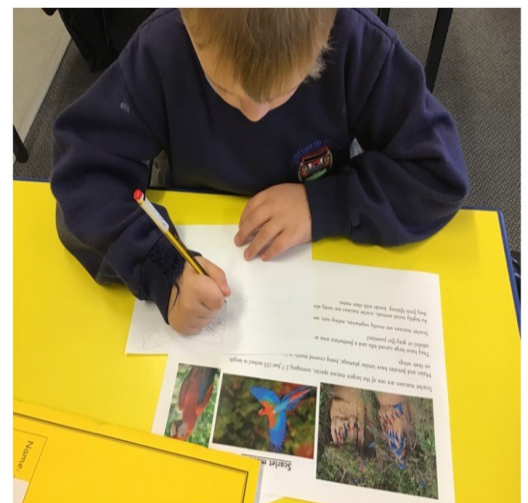
UN Convention on the Rights of the Child
Article 29: Goals of education



Year 1/2/3

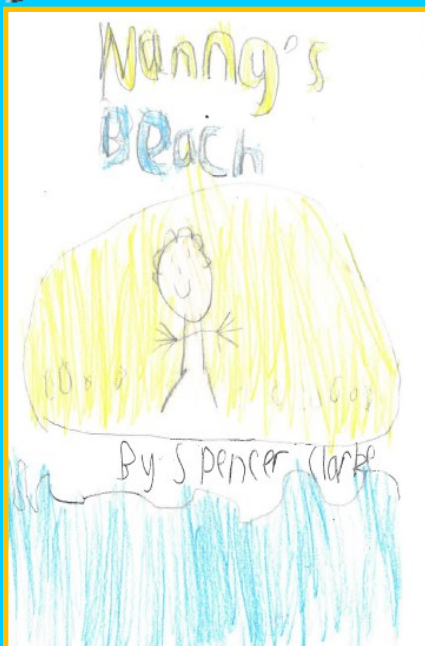


This week we have been learning more about the animals that we find in the jungle. We watched videos about Macaws and Toucans, observing closely how they moved and the sounds they made. This has helped us to add extra detail to our descriptive writing for our pop up books based on Benji Davies' story 'Grandad's Island.'

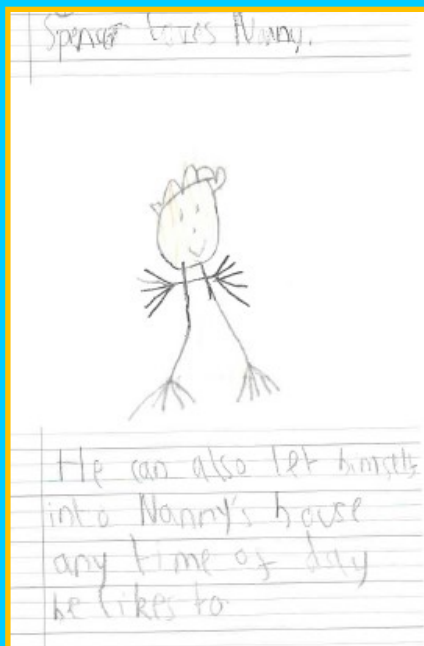


Y4/5/6

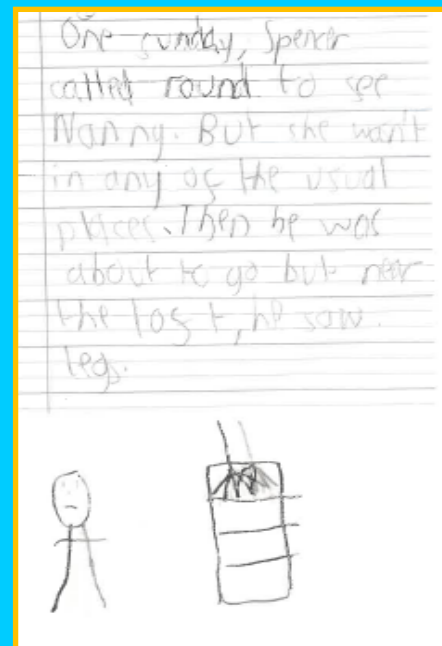
Children in Year 4/5/6 have been working on making their own books, based on Benji Davies' picture-book, 'Grandad's Island'. Spencer was so proud to share his version, 'Nanny's Beach', which he dedicated to his Nanny. I think Nanny will be proud too!



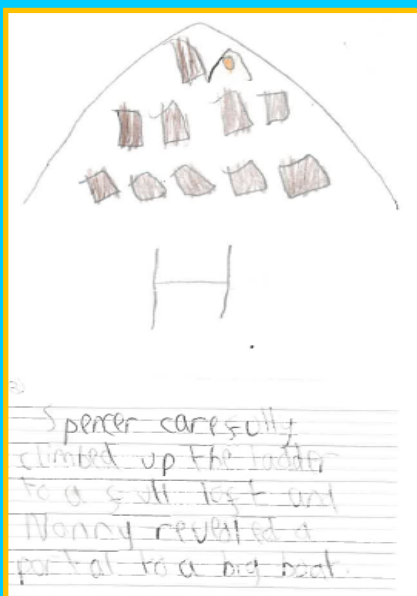
Nanny's Beach
By Spencer Clarke



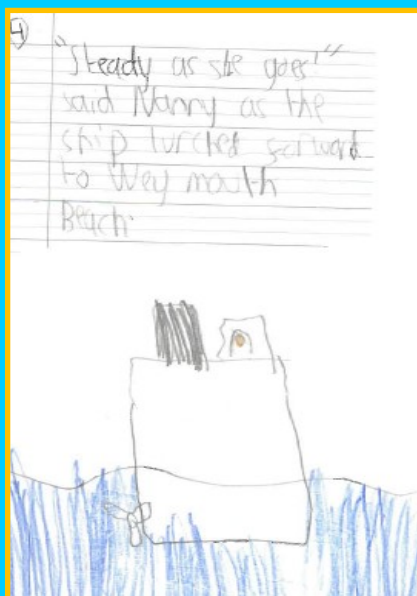
1. Spencer loves Nanny. He can also let himself into Nanny's house any time of the day he likes to.



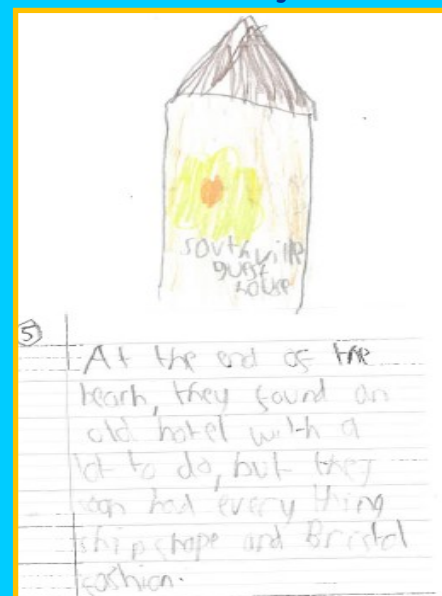
2. One Sunday, Spencer called round to see Nanny. But she wasn't in any of the usual places. Then he was about to go, but near the loft he saw legs.



3. Spencer carefully climbed up the ladder to a full loft and Nanny revealed a portal to a big boat.

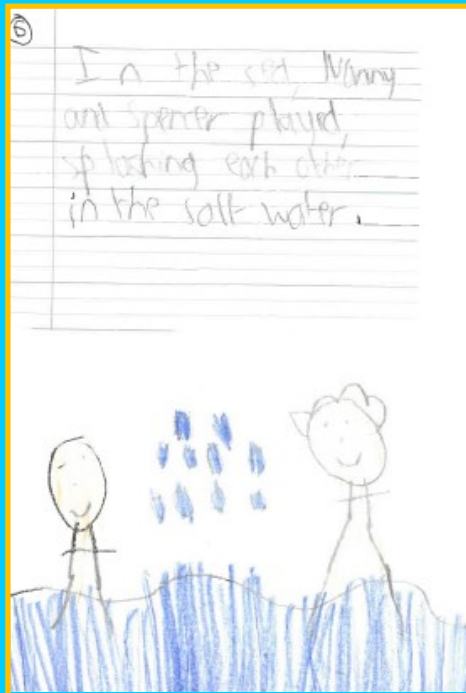


4. "Steady as she goes!" said Nanny as the ship lurched forward to Weymouth Beach.

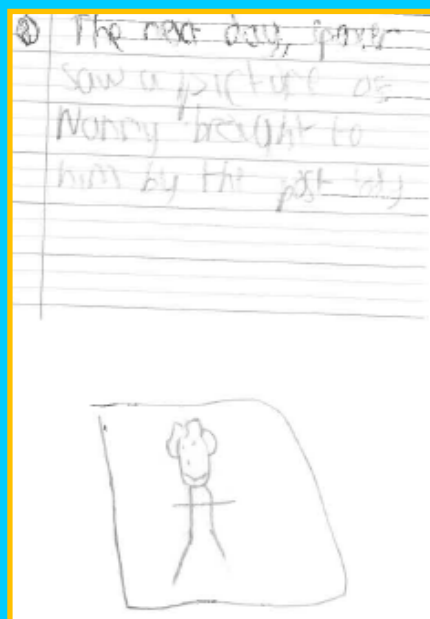


5. At the end of the beach, they found an old hotel with a lot to do, but they soon had everything ship-shape and Bristol fashion.

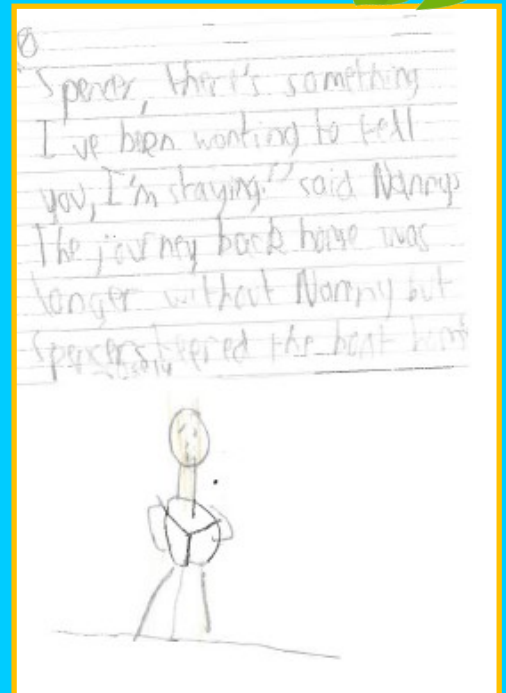
Y4/5/6



6. In the sea, nanny and Spencer played, splashing each other in the salt water.



8. The next day, Spencer saw a picture of Nanny brought to him by the post lady.



7. "Spencer, there's something I've been wanting to tell you—I'm staying," said Nanny. The journey back home was longer without Nanny, but Spencer steered the boat home safely.



Lighthorne Heath Learning Heroes



Co-operate

Nursery and Reception

Mrs Hartley's and Mrs Manley's Lighthorne Heath Hero this week is Sam. Sam is a relatively new member of our class, and it's wonderful to see how well he has settled in. He is an all-round Super Star! Sam is always polite and thoughtful. He tries his hardest with any learning challenge that he is given. Well done, Sam!



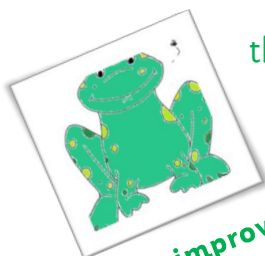
Have a go



Persevere

Year 1/2/3

Mrs Munday's and Mrs Hill's Lighthorne Heath Hero this week is Corey, for making a fabulous effort with his reading at home, with the support of his lovely mummy and Luke. Corey always works hard and makes good behaviour choices. Well done, Corey!



Keep on improving



Concentrate



Year 4/5/6

Our hero nomination is Maggie. She has proved that her hard work has led to some great improvement in her spellings. She has used her knowledge of phonics to support her day-to-day spelling and got great results in her weekly spelling test. Fabulous work, Maggie!



Use your imagination



Enjoy learning



MHST tips for wellness

Positivity

This week's theme is Positivity.

Positive thinking can have many benefits, such as an increased life span, lower rates of depression, and better cardiovascular health. Positive thinking is easy for some people, and some of us need to practice it.

Try one, or both, of the below activities throughout this week.

- 1) Before you go to sleep, reflect on what you have achieved from today. What has gone well? What mistakes have you made that you can learn from?
- 2) Write down 3 positive affirmations and repeat them to yourself every morning. For example, *I am strong, I am brave, I am trying my best...*

Useful links: Try this [meditation](#), or read more about [International Day of Happiness \(20th March\)](#).

The Mental Health in Schools Team provides support to students and schools. We are available during term time and school holidays. Please contact your school's Mental Health Lead, or your Education Mental Health Practitioner for information and advice.

Useful dates for March:

19th World Sleep Day
15th-21st Nutrition & Hydration Week
20th International Day of Happiness