

Reception



This week we have been learning all about The Gingerbread Man!

We were very excited to receive a letter from the Little Old Lady, who asked if we could help her make some more gingerbread men. She even sent us the recipe and all the ingredients we would need.

The children have had a wonderful time designing their own gingerbread people, ready to bake them next week.

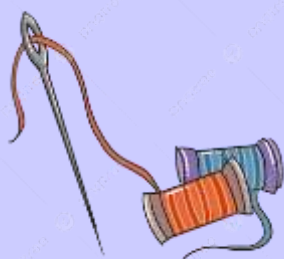
We just hope they don't escape before we get to eat them!



D&T - Sewing



In our D&T topic, we have been learning about hand puppets. We explored existing puppets and thought about what we liked and disliked about them. We used our learning to help us to design our own puppets to make.



We experimented with different joining techniques including stapling, gluing and sewing. We realised that sewing was the best joining technique.

To support us in developing our sewing skills, we practiced threading. Some of us found it a little bit tricky, but we persevered and didn't give up!



In their next lesson, the children will be evaluating their puppets by looking at how closely they match their design, what worked well and what they might change next time.



A shanty is a song sung by sailors in rhythm with their work

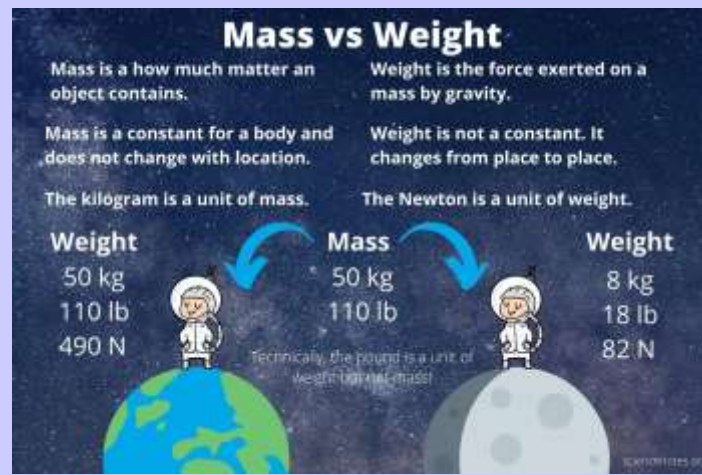
Children in Years 3 and 4 have been learning a sea shanty called *Essequibo River*, a traditional song sung on the Guyanese sea. During rehearsals, the children used a piece of linen fabric to represent oars, mimicking the action of rowing as they sang.

They practised keeping in time with the rhythm of the shanty, which made the experience both engaging and wonderfully rhythmic.



Science - Forces

This week in Science, the children have been learning about the difference between mass and weight:



We conducted an experiment to find a link between the weight and mass of an object in small groups. We were excited to find out that 100g (grams) is equal to approximately 1N (Newton).

We were able to plot our findings on a graph to see the link in a more visual way.

We chose items from around the classroom. First we found their mass using an electronic scale, then we measured its weight using a newton meter.



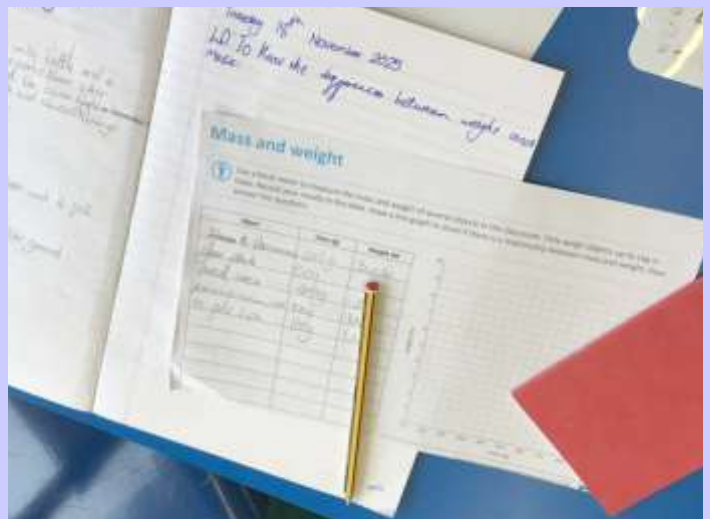
Looking at Learning



Did you know, mass does not change but weight can vary depending on the pull of gravity on an object.

We recorded our results in a table and then plotted them on a line graph.

When we did this it was easy for us to see the link.



Our favourite aspect of science are the experiments, so we really enjoyed finding out more about weight and mass in a practical way.

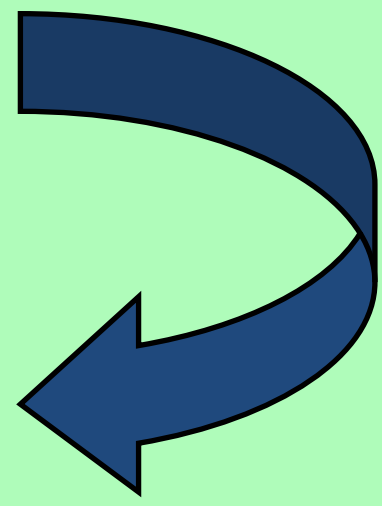




Plastic Free swap ideas from your Eco committee!



Make your own lunch-ables! Put crackers and crunchy sticks in a reusable bag and add cheese and ham slices in a box to make your own lunch-ables!



The Eco-Committee would like to start sharing ways that you can be more eco-friendly at home and school. We have started by thinking of ways to reduce single-use plastic in your lunchbox. Hopefully these swaps will also save you money and be healthier!



UN Convention on the Rights of the Child
Article 29: Goals of education
Article 24: Health and health services



NSPCC Speak out. Stay safe. programme



These assemblies will be held in school during the week commencing 24th November. Please speak to your child's teacher or Mrs Manley if you have any questions or comments.

Dear Parents/Carers,

NSPCC's *Speak out. Stay safe.* programme

We are pleased to inform you that we are participating in the **NSPCC's *Speak out. Stay safe.* Programme** this term. *Speak out. Stay safe.* is a programme for children aged 5-11 which aims to help children understand abuse in all its forms and to recognise the signs of abuse. Children are taught to speak out if they are worried, either to a safe adult or Childline.

This child friendly programme is aligned with the curriculum and consists of age appropriate virtual assemblies and supporting classroom based activities which we have reviewed. The content is delivered in an engaging and interactive way with the help of the NSPCC mascot Buddy. If you would like to know more about the *Speak out. Stay safe.* programme visit www.nspcc.org.uk/speakout.

Additional NSPCC resources for families to help keep children safe

The NSPCC have shared some important information below on wider NSPCC resources and support to help keep children safe.

Parent/Carer support

Take a look at information, support, advice and activities from NSPCC for parent and carers.

www.nspcc.org.uk/parents

Activities to extend learning at home

Take part in games and activities at home to help children learn about speaking out and staying safe.

www.nspcc.org.uk/activities

Online Safety Hub

For information on a range of different online safety topics including gaming, social media, sharing images, parental controls and more.

www.nspcc.org.uk/online-safety

Childline – under 12's

Childline have an accessible website with advice, support, games and activities. Children can change the language, enlarge text and also listen to the content.

www.childline.org.uk/buddy (5-7)

www.childline.org.uk/kids (7-11)

Talk PANTS with your children

Talk PANTS is a simple conversation to help keep children safe from sexual abuse. From P through to S, each letter of PANTS provides simple but important messages.

Download the free resources at www.nspcc.org.uk/pants.

I hope you find this information about the NSPCC and the *Speak out. Stay safe.* programme helpful. Please do contact me if you have any further questions.



UN Convention on the Rights of the Child

Article 29: Goals of education



Questions to ask your child when reading fiction:

Predicting:

What do you think this book will be about based on the title and cover?

Have you read any books by this author before? What were they like?

What do you already know about this topic?

Understanding the Story:

What is happening in the story so far?

Who are the main characters? What do we know about them?

Where and when does the story take place?

Making Connections:

Does this story remind you of anything in your life?

Have you read another book like this before?

How do you think the character is feeling? Why?

Vocabulary and Language:

What does this word mean? Can you use it in a sentence?

Are there any words that you don't understand?

How do the illustrations help to tell the story?

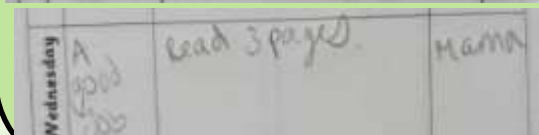
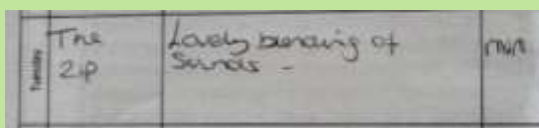
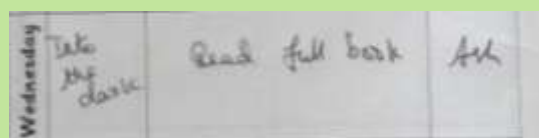
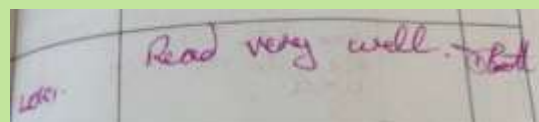
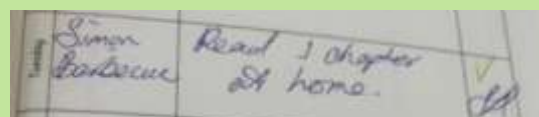
Encouraging Critical Thinking:

What do you think will happen next?

Filling in the reading record:

When signing your child's reading record, please include the date that your child read, the title of the book (or the material that they read) and your initials.

You are welcome to include additional information about your child's engagement, comprehension and confidence or some praise if you would (and this is useful) but you don't have to.



REMEMBER... YOU'VE GOT TO BE IN IT TO WIN IT!

1. Share a book with an adult at home at least 3 times each week (you can read your school reading book or any other reading material).
2. Ask the adult to sign your reading diary each time they share a book with you.
3. Make sure that your reading diary is in school each day. On Friday, bring this to the office and show the Learning Detectives. If your diary is signed 3 times or more for that week, you will receive a raffle ticket.
4. The raffle tickets will go to celebration assembly and prizes will be given each week for raffle tickets drawn.



Diary Dates



Spring Term	
November	
Monday 24th November	Y3 and 4 trip to The Think Tank
Friday 28 th November	Non uniform day. We request that children bring a donation to school fund. Suggested donation £1
December	
Monday 1st December	INSET Day– school is closed
Tuesday 2nd December	EYFS, Year 1 and Year 2 to visit Warwick Arts Centre to watch The Tiger Who Came To Tea.
Wednesday 3rd December	Years 3 & 4 to visit Coventry's Belgrade Theatre to watch Sleeping Beauty
Thursday 4th December	2.30 Years 3, 4, 5 & 6 performance. Christmas carols
Tuesday 9th December	2.30 Reception, Year 1 and Year 2 Christmas performance
Thursday 11th December	Years 5 and 6 to visit the RSC to watch The BFG
Wednesday 17th December	Christmas Jumper Day
Monday 22nd December 2025 to Friday 2nd January 2026	Christmas Holiday School returns on Monday 5th January

INSET Days 2025-26

- Friday 10th October 2025
- Monday 1st December 2025
- Monday 1st June 2026
- Monday 20th July 2026

With best wishes from Mrs Westwood, Mrs Manley and all the staff at Lighthorne Heath Primary School.



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility

We love reading!

At Lighthorne Heath Primary School, we believe that reading with your child regularly is the most valuable thing you can do with your child to help support their progress.

Giving a child time and full attention when reading them a story tells them they matter. It builds self-esteem, vocabulary, feeds imagination and even improves their sleeping patterns.

We expect all children to be heard reading a minimum of four times a week by an adult at home. This ideally should be daily.



“Reading aloud everyday is the single most important thing you can do to prepare your child to learn.”

Please record reading in your child's reading diary. Staff will regularly monitor these diaries. Please note that reading in school may take place in a variety of ways and may not always be recorded in your child's diary. For example, teachers keep central records of guided reading sessions.

Your child's reading diary will contain a star sticker on the front. If they can look after their diary and show still have it at the end of the academic year then there will be a small reward.



All children who read four times a week, or more, between Monday 22nd September and Thursday 9th October will be entered into a prize draw to win one of five £5 book tokens to be spent at the Scholastic Book Fair in October.



UN Convention on the Rights of the Child
Article 31: Leisure, play and culture

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)
Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation: London.
 Available online: eef.org.uk/literacy-early-years

Education Endowment Foundation (2019)
Improving Literacy in Secondary Schools. Education Endowment Foundation: London.
 Available online: eef.org.uk/literacy-s23-ks4

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).
Literacy Development: Evidence Review. Education Endowment Foundation: London.
 Available online: educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf



Children aged up to 3 years

- Start brushing your baby's teeth as soon as the first milk tooth breaks through
- Parents or carers should brush the teeth.
- Brush teeth twice daily for about 2 minutes with fluoride toothpaste.
- Brush last thing at night before bed and on 1 other occasion.
- Use children's fluoride toothpaste containing no less than 1,000ppm of fluoride unless a dentist advises otherwise
- Use only a smear of toothpaste.
- Make sure children don't eat or lick toothpaste from the tube.



Children aged 3 to 6 years

- Brush at least twice daily for about 2 minutes with fluoride toothpaste.
- Brush last thing at night and at least on 1 other occasion.
- Encourage your child to brush their own teeth while supervising them.
- Use children's fluoride toothpaste that contains 1,000ppm to 1,500ppm fluoride (check on the box).
- Use only a pea-sized amount of toothpaste.

Taking your child to the dentist

- NHS dental care for children is free.
- Take your child to the dentist when their first milk teeth appear, or before they are 12 months old. This is so they become familiar with the environment and get to know the dentist. The dentist can advise you on how to prevent decay and identify any oral health problems at an early stage. Just opening up the child's mouth for the dentist to take a look at is useful practice for the future.
- When you visit the dentist, be positive about it and make the trip fun. This will stop your child worrying about future visits.

Children aged 7 and over

- Brush at least twice daily for about 2 minutes with fluoride toothpaste.
- Brush last thing at night and at least on 1 other occasion.
- Use fluoride toothpaste containing between 1,350ppm and 1,500ppm of fluoride (check on the box).
- Spit out after brushing and don't rinse – if you rinse, the fluoride won't work as well.
- Children aged 7 and over should be able to brush their own teeth, but it's still a good idea to watch them to make sure they brush properly and for about 2 minutes

How to help children brush their teeth properly

- Guide your child's hand so they can feel the correct movement.
- Use a mirror to help your child see exactly where the brush is cleaning their teeth.
- Use a small, soft toothbrush that is right for your child's age.
- Brush your child's teeth using small, circular movements.
- Remember to gently brush their gums and behind their teeth.
- Make tooth brushing as fun as possible by using an egg timer to time it for about 2 minutes.
- Don't let children run around with a toothbrush in their mouth, as they may have an accident and hurt themselves.



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 18: Parental responsibilities

Article 24: Health and health services



Monday	
	or
Beef Bolognese (G.D)	(vg) Vegetarian Bolognese (G.SB)
Tuesday	
	or
(v) Rustic Pizza (G.D.SB)	(v) Cheese D.
Wednesday	
	or
Roast Chicken Fillet (G)	(v) Classic Quorn Roast (G)
Thursday	
	or
Pork Meatballs in Tomato Sauce (G)	(v) Tomato Pasta Bake (G.D)
Friday	
	or
Fish Fillet Fingers F.G	(vg) Garden Vegetable Fingers (G)

Educaterers' New Menu

Next week is Week 3
Jacket potato and choice
of fillings available daily

Free School Meals

If you think that you may
be eligible for free school
meals applications can be
made online at [https://
www.warwickshire.gov.uk/
education-learning/apply-
free-school-meals](https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals)



Mrs. Manley and Mrs
Hendriksen are happy to
help with FSM
applications, please ask if
you require assistance.

YN/R/1/2 Theatre Trip

On Tuesday 2nd December, Years N/R/1/2 will be visiting Warwick Arts Centre to watch a performance of “The Tiger Who Came to Tea.” The cost of the trip is £12.37—please make payment via your ParentPay account. For more information, see the letter sent to you or speak to a member of our office staff.

Direct from the West End, the Olivier Award nominated smash hit show, The Tiger Who Came to Tea returns.

The doorbell rings just as Sophie and her mummy are sitting down to tea. Who could it possibly be? What they certainly don't expect to see at the door is a big, stripy tiger!

Join the tea-guzzling tiger in this delightful family show; packed with oodles of magic, sing-a-long songs and clumsy chaos. Don't miss this stunning stage adaptation of the classic tale of teatime mayhem... expect to be surprised!

A musical play adapted and directed by David Wood, based on the book by Judith Kerr.

The Tiger Who Came to Tea





Y3/4 Theatre Trip

When Princess Aurora pricks her finger on an enchanted spinning wheel she's cursed to fall asleep for 100 years, unless she's kissed by her one true love. Enter the dashing Prince (and his two rather calamitous sidekicks) who embark on a brave adventure to save the Princess from her terrible fate. But with the wicked Fairy Carabosse determined to ruin their plans, will our trusty trio be triumphant or is the Princess doomed to a century of snoozing? You'll have to come along to find out!

Sleeping Beauty will be full to the brim with all of the wonderful elements that make a trip to the Belgrade such a well-loved Christmas tradition for thousands of families every year.

On Wednesday 3rd December, Years 3/4 will be visiting The Belgrade Theatre to watch a performance of "Sleeping Beauty." The cost of the trip is £15.10 —please make payment via your ParentPay account. For more information, see the letter sent to you or speak to a member of our office staff.

The ROALD DAHL'S BFG

ADAPTED BY TOM WELLS

One extraordinary night, a young orphan named Sophie is snatched by a giant and taken far away to Giant Country. There she learns that human-eating giants are guzzling 'norphans' the world over. But she soon discovers that her new friend, the BFG, is different – he's a dream-catching, snozzcumber-munching gentle soul who refuses to eat humans.

While other giants terrorise the world, the BFG ignites Sophie's imagination, and they devise a daring plan to save children everywhere. In the end, the smallest human bean and the gentlest giant prove that a dream can change the world.

Gather your chiddlers to see Roald Dahl's unforgettable story come to life this winter. Tom Wells' magical new adaptation is directed by RSC Co-Artistic Director Daniel Evans.

On Thursday 11th December 2025, Years 5/6 will be visiting The Royal Shakespeare Theatre in Stratford to watch a performance of "The BFG." The cost of the trip is £9.90—please make payment via your ParentPay



Christmas Lunch 2025

**Roast Turkey
Cocktail Sausage, Stuffing Ball with Gravy
(G.SU)**

or

**(vg) Roast Quorn Fillet, Veggie Sausage,
Stuffing Ball with Gravy (G)**

**Served with Crispy Roast Potatoes,
Garden Peas, and Sliced Carrots**

(vg.h) Iced Christmas Cookie (G)

or

(v,h) Festive Cupcake(G.E)

Allergen Key
V - Vegetarian
VG - Vegan
G - Gluten
E - Egg
SU - Sulphites
H - Homemade

Allergen Free alternatives are also available



Seasons Greetings from The
Nutrigang & everyone at
Educaterers

educaterers®
caring is our secret ingredient



Emotional Wellbeing and Mental Health



Mental Health in Schools Team
Tips For Wellness



Winter Wellness

It is important to focus on our wellness during the colder months. Winter is a time where our bodies may start to crave the same warmth and comfort we had during the summer months. We might associate winter with the winter blues, but we need to try and create some space for self-care and slow down to nourish our physical and mental health! Sometimes we might feel the winter blues because of the lack of sun and vitamin D we are getting. This is why our mental wellbeing should be a big focus during these months, and we should find creative ways to stay on track, keep up motivation, and look after ourselves.

Our Top Tips For Winter Wellness:

1. Wrap up warm and lay down with a blanket and a hot drink.
2. Do some **fun activities outside** in the natural sunlight such as going for walks or seeing friends (you might need to wrap up warm for this!) Even on cold days, fresh air and natural light boosts our mood.
3. **Stay active** – try indoor exercises to help get your body moving during the colder months. You could keep your energy up by dancing, swimming, or practising yoga. You could also find an exercise video online for you to do at home!
4. You might even want to go to your local café and read a book in the daytime or have a warm relaxing bath when you're home after a cold day.
5. **Keep up your routines**- getting up in the morning is harder in winter when it's cold and dark. Shorter days also make it tempting to sleep more, but consistent sleep helps your mind feel balanced.
6. **Eat well and stay hydrated** — good nutrition fuels your brain and body.
7. **Talk about how you're feeling** — sharing your thoughts can help if you're feeling low or stressed.

Remember to always make time for yourself at the end of a long day!

Scan the QR code for more ideas
about how to keep well in Winter:



In Coventry and Warwickshire, for any urgent mental health concerns, contact the Children and Young People's Mental Health Crisis support available 24/7, by calling NHS 111. Alternatively, call 999 or visit A&E in an emergency, for example if medical attention is required.

MHST are available to support you and your school throughout the school year including term time and school holidays.

Please contact your school's Mental Health Lead for information and advice.

Emotional Wellbeing and Mental Health



As the weather is getting colder many people may find themselves spending less time outside. Why not go out and complete this scavenger hunt as a way of boosting your mood this winter?

Lighthorne Heath Learning Heroes

Reception

Mrs Gill's hero this week is Charlie. Charlie has impressed me with his maths this week and has been working hard to find different ways of partitioning the number 5. He has been using the part whole model to find different ways of making 5 and has even been representing them on his hands. I have also seen him persevering with his number formation. Super effort Charlie, keep it up!



Co-

Years 1 & 2

Our learning hero for this week is Lucas A. Lucas has continued to work hard in all areas of the curriculum but it has been lovely to see him listening more to advice to allow him to deepen his understanding, especially in maths. Lucas has also been very helpful in the classroom this week; tidying up without being prompted and taking on additional responsibilities! Well done, Lucas! Keep up your hard work.

Have a go



Concentrate

Persevere

Years 3 & 4

Mrs Madahar is delighted to choose Omoghene as this week's Class Hero. He consistently demonstrates our learning characters and a strong growth mindset, putting effort into every lesson. He challenges himself with tasks that deepen his understanding and always strives to improve. What a truly fantastic role model for the whole class!



Be curious!

Keep improving

Years 5 & 6

Our Year 5 & 6 learning hero is Amber. She always goes out of her way to be helpful and she is very kind and nurturing towards the younger children. Keep up the lovely attitude Amber

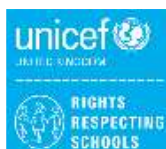


Enjoy learning

Use your imagination

UN Convention on the Rights of the Child

Article 29: Goals of education





Fussy Eating Workshop

Change Makers are running workshops supporting parents with children who display fussy eating behaviours'. The workshop will cover the Eatwell Guide, top tips and practical advice on reducing fussy eating behaviour's.



Sessions are
1 hour long



Held in school
& over zoom



Sessions are
FREE

If you would like to join, please contact us via email or phone.

Hollie.Williams@rugby.
gov.uk

07353006925



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility



Family Support Drop In Sessions



Would you like the opportunity to speak to a Family Support Worker?

Family Support Workers can offer support with

Developing Routines and Boundaries
Understanding your child's behaviour
Behaviour Management
Health and Wellbeing
Childrens Mental Health

Join us for a consultation with a Family Support Worker at

Lighthorne Heath Children and Family Centre

2nd and 4th Wednesday of every month

1pm - 3pm



Phone: 01926 414 144

Option 1, then 2 for Family Support

Available Monday to Friday 9am - 5pm



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Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility

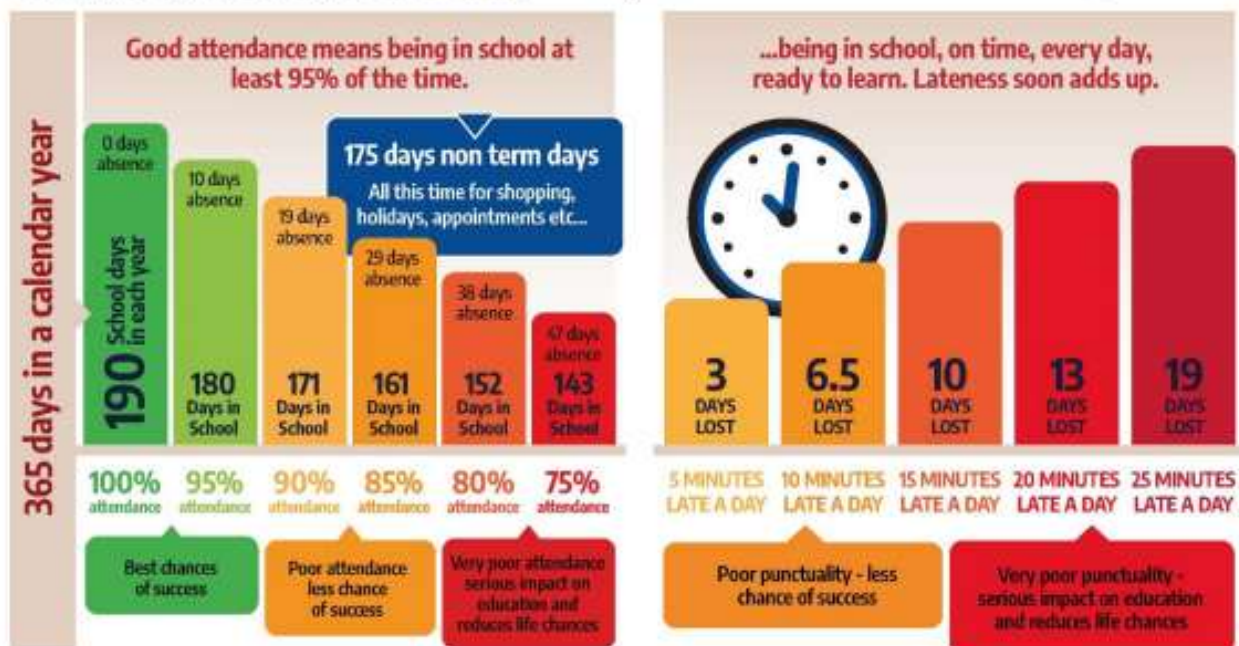
Attendance and Punctuality



Thank you to the many parents who ensure that their children attend regularly and arrive on time. Attendance is incredibly important to the education of our children and makes a big difference to a child's ability to do well at school.

DID YOU KNOW? A two-week holiday in term time means that the highest attendance you can achieve is **94.7%**

DID YOU KNOW? A child who is 15 minutes late each day, will have missed a full 2 weeks of school in one year.



In addition to attending school, it is also important that your child has what they need each day. Parents should be aware of the days in which their child has PE and-/ or swimming and ensure that children have the correct kit on the relevant day.



At this time of year it is important that children have a warm coat in school so that they can safely and comfortably play outside and complete learning activities outside the classroom.



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Warwickshire Family and Relationship Support

None of us were taught how to be parents and sometimes we may find what we're doing isn't working or we just want some different strategies in our toolbox. In Warwickshire, parents to be, parents, carers and grandparents have access to a variety of parenting resources and advice. Support can be accessed online, face-to-face through informal advice, one-to-one consultations, group programmes and workshops.

For more information on any of our workshops or programs please email ehparenttrainers@warwickshire.gov.uk



Live streaming involves broadcasting and watching videos online in real time, often on social media or via platforms like YouTube and Twitch. Viewers can interact through comments, chats and reactions during the broadcast; such instant engagement makes this an exciting way to share experiences, learn from others and build digital communities. Despite the many positives, live streaming also creates a potential platform for unsuitable content and poses some risks to children: it's essential to keep privacy and safety in mind and comply with each site or app's age restrictions.

LACK OF AGE VERIFICATION

Despite their age restrictions, some platforms don't require proof of age at sign-up – meaning that anyone can register for an account (and potentially pretend to be older or younger than they actually are). In many cases, this means that young live streamers can never be totally certain exactly who they are broadcasting to and who is interacting with their live stream.

DISCLOSING PERSONAL INFO

A characteristic of live streaming is the ability for videos to be instantly shared worldwide. Without the correct privacy settings enabled, a child could inadvertently reveal personal information or their location, making them vulnerable to online predators or identity theft. It's wise to regularly check the privacy settings (and what data is being shared) on any apps your child has access to or for.

ANYTHING COULD HAPPEN

As the video streams are live, children might encounter (or inadvertently share) inappropriate content. Most live-streaming apps have rules to prevent this and monitor their services, also providing report buttons where content can be flagged for review. It may not be dealt with instantly, however, meaning that your child could be further exposed to harmful content during a live stream.

UNAUTHORISED
RECORDINGS

Each live streaming platform stores completed videos for different periods (Twitch saves broadcasts for 60 days, for example, while Facebook and YouTube remove them only at the creator's request). Deleting a video, though, doesn't always stop it from being stored: In some cases, streams have been illegally recorded (or screenshots taken) by certain viewers and redistributed on other sites.

ROGUE CONTENT CREATORS

Children can also watch abuse people's live streams, which could potentially contain anything at any time (such as nudity, drug use or profanity). Most apps claim to monitor live streams and will stop any that don't adhere to their guidelines – but with millions of streams per day, it's compromised to regulate them all, so children could be exposed to inappropriate content without parents knowing.

DANGER OF GROOMING

There are increasing reports of children being coerced into performing "suggestive acts" by strangers on some live-streaming apps. Due to the lack of verification required for certain apps, almost anyone can sign up to these services (including anonymously or under a fake identity). It's vital, therefore, to ensure the correct safety measures are in place before your child begins live streaming.

Advice for Parents & Carers

PUT PRIVACY FIRST

Through the streaming app's settings, switch your child's account to "private," so only their friends and followers can see their broadcasts. You could also turn off the live chat, shielding your child from any upsetting comments – although viewers' feedback is often seen as an integral part of the fun. Identify any nearby risks (such as school uniforms or visible landmarks) that could give away your child's location.

MANAGE MULTISTREAMING

Some apps and sites let users stream their content through multiple social media platforms at once. A broadcast on SteamYard, for example, can be shared on YouTube, Twitch, X and Facebook if the accounts are linked. The privacy settings can differ on each of these, so we'd suggest only streaming via one platform at a time to maintain greater control over who's watching your child's videos.

GET INVOLVED YOURSELF

Research suggests a significant number of streams show a child on their own, often in a supposed safe space like their bedroom. If your child wants to live stream, ask if you could be present because you're interested in how it works. You could even set up your own account to gain a more detailed knowledge of what your child talks about in their live streams – and who they're broadcasting to.

TALK ABOUT LIVE STREAMING

Try to start with positives before discussing potential risks. You could ask which live streaming apps your child likes and how they use them. Do they just watch streams or create their own? Explain why it's unwise to reveal personal information while streaming (even to friends). If you feel your child's too young for live streams, explain your reasoning to them and perhaps agree to review this decision in the future.

CONSIDER THEIR ONLINE REPUTATION

As the broadcasts are live, it often causes the misconception among young people that whatever happens in their video simply 'vanishes' once the stream ends. However, videos can stay online indefinitely or be recorded by other users. It's important that your child understands what they do and say in a live stream could potentially damage their online reputation and, quite possibly, be seen by prospective future employers, colleges or universities.

Meet Our Expert

David Smith is Head of Learning Support at Walsley Community Learning Centre, Birmingham. He will teach on the Advanced Diploma in Learning Support in the Digital Transformation of Children's Learning School and Online Community. He also teaches on the MA in Adult Learning and Teaching, and is a member of the Institute for Learning, the National Association of Teachers in Learning Support, and the Learning Support Network.

[Source: *FishBase*. \(<http://www.fishbase.org/Abstract/abstract.cfm?id=68907>\)](http://www.fishbase.org/Abstract/abstract.cfm?id=68907)



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Some useful information for parents and carers, including online webinars can be accessed via The National College (formerly National Online Safety). At school, we teach the children about safe online behaviours but it is important that these messages are reinforced at home at that parents and carers are aware of hoe to support their children if issues arise.

School admissions



Warwickshire County Council

If you have a child who is due to start Reception or Year 7 next September, you need to apply for their school place. Applications can be made via the Warwickshire School Admissions Service. Visit their website for more information <https://www.warwickshire.gov.uk/school-admissions-appeals>

Applying for a primary school place

1
November

Application opens

15 January

Closing date for
applications

1 February

Extended closing
date for house
moves

16 April

National offer day

14 May

Deadline for
submitting appeals

Applying for a Secondary School Place

1
September

Application opens

31 October

Closing date for
applications

31

December

Extended closing date
for house moves

2 March

National Offer Day

27 March

Deadline for
submitting appeals

HO HO HO!



Kineton Victorian Evening

FRIDAY 28TH NOVEMBER
6PM - 8PM

kinetonvictorian@gmail.com



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