



Reception



This week in Reception, we have continued to explore the traditional tale 'The Gingerbread Man'.

The children carefully followed a recipe to make their very own gingerbread people. We talked about the importance of washing our hands before cooking and how to stay safe in the kitchen.

The children thoroughly enjoyed mixing the ingredients and shaping their gingerbread.

Once they were baked, we carefully decorated them, following the designs we created last week.

The children then evaluated their finished gingerbread people, thinking about the taste, appearance, and what they might change if they made them again.

Thankfully, none of our gingerbread people tried to escape from the oven!



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



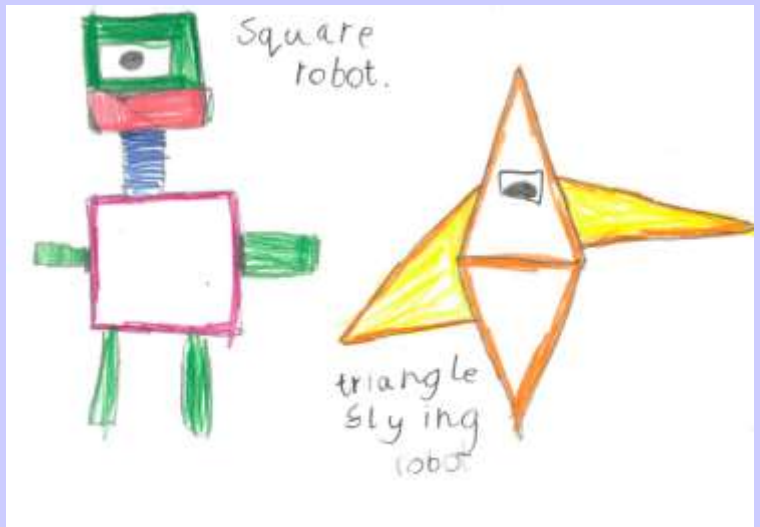


Maths - 2d and 3d shapes

Looking at Learning

This week the children in Years 1 and 2 started a new unit in Maths, all about shape. In our first session the children were engaged in a variety of activities to help them explore, build and match shapes, enabling them to develop their vocabulary and talk about the shape properties and names. This will support their learning as they move into our Power Maths sessions.

They enjoyed building 3d shapes using construction sets, matching 3d shape names to real life objects and drawing around 2d shapes to create their own pictures.



This telescope is a cylinder shape. I also spotted other cylinder shapes in the classroom; a glue stick, the roll of paper towel and our drinks bottles.

I used 2 squares and 6 rectangles to create my robot. I used 2 triangles joined together to make the body of my flying robot.



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Looking at Learning

On Monday, Year 3 and 4 enjoyed an exciting and educational visit to the Thinktank Science Museum in Birmingham.

The children explored the interactive galleries and hands-on exhibits and took part in the "Living Things" workshop, which linked to our science topic. The children explored what all living things have in common, examined real specimens, sorted



organisms into groups, and learned about the life processes that help living things survive.



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Years 3 and 4

Looking at Learning

The highlight of the day was definitely the Science Garden. Pupils had a fantastic time experimenting with the large outdoor exhibits, testing forces, motion, and energy through active, practical play.



Throughout the day, the children showed great enthusiasm, asked thoughtful questions, and thoroughly enjoyed discovering how science shapes the world around us.



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Ambassador Training

RSC
ROYAL
SHAKESPEARE
COMPANY

This Monday the Y5 & 6 RSC Ambassadors went to the RSC Clore Learning Centre to join with other schools doing their Ambassador training.

They enjoyed getting to know the play 'King Lear' and playing lots of fun games that actors use to get themselves ready to work as part of a new company.

In the afternoon they were lucky enough to get to have a tour of 'The Plays the Thing' Exhibition at the RSC Theatre. They were able to give some important feedback on the exhibits and created an exhibition of their own that the grown ups toured back at The Clore.

Watch this space for some exciting events that the ambassadors are planning for next year...



We loved dressing up in Shakespearean costumes and having a chance to feel like a real actor. We also talked about what we want to do as ambassadors and how we can roll these ideas out

It was fun working with other Shakespeare Ambassadors from across Warwickshire. Did you know that there are 450 Shakespeare Ambassadors? They have an important job to do and we are happy to be a part of it.



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Article 29: Goals of education

Looking at Learning



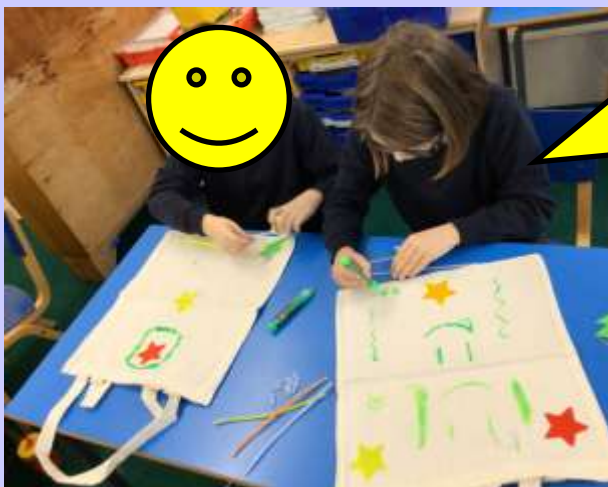
Be Safe, Be Seen

Bromford.

On Tuesday, the children in Years 5 & 6 had a visit from Simon and Jessica from Bromford Housing. They spoke to the children about how they can keep themselves safe and seen now that is getting colder and becoming darker earlier.



The children enjoyed decorating a canvas bag using glow in the dark paints, glow sticks and reflective stickers. They had a fantastic time and made themselves something that will help them to stand out when they are out when it is darker.



Bright, warm clothes and sensible footwear can keep us safer now that winter is nearly here.

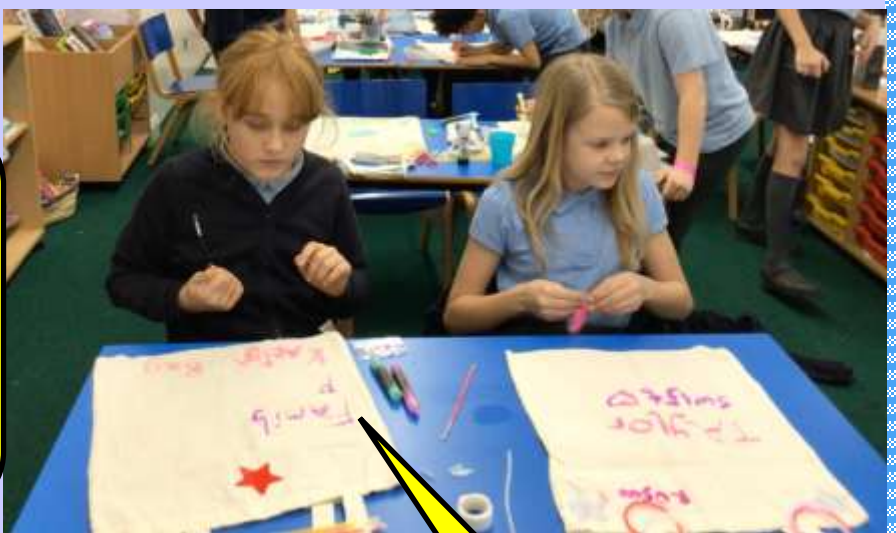
We decorated a bag with glow in the dark paint and reflective items to help us to stand out and be seen.

Looking at Learning

Looking at Learning



I decided on my design first and then added the glow in the dark paint. Finally I added stickers and a reflective keyring to complete the look.



Bromford were so impressed with our bags that they are going to send us each a £5 book token!

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.

<p>Parent/Carer support Take a look at information, support, advice and activities from NSPCC for parent and carers. www.nspcc.org.uk/parents</p>	<p>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</p>
<p>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</p>	<p>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)</p>
<p>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.</p>	

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.



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?

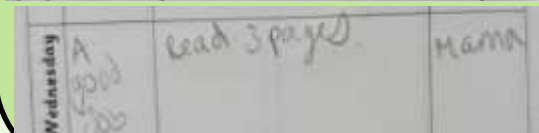
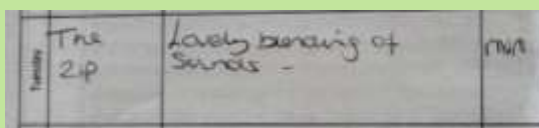
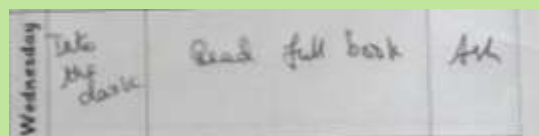
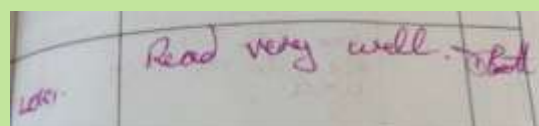
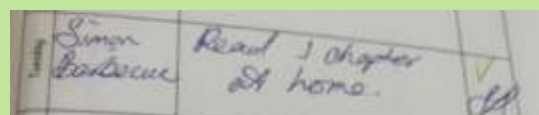
Encouraging Critical Thinking:

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.**



READING INCENTIVE

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	
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
Friday 12th December	Winter clothing bank from 3pm
Monday 15th December	Chocolate BINGO and raffle. 3.25, school hall (children must be accompanied by an adult)
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 2025	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



Families may be aware that Lisa (Daisy's mum) has been working hard to set up a parent/ carer fundraising group for school. We are incredibly grateful to Lisa for her support and also to the families who have helped Lisa with events to date.

REDUCE • REUSE • RECYCLE



HAVING A CLEAR-OUT? PLEASE DONATE



WE WILL BE HAVING A CLOTHING BANK TAKE WHAT YOU NEED

12TH DEC • 3PM
LIGHTHORNE HEATH PRIMARY

ANY DONATIONS PLEASE BRING TO THE SCHOOL BY 10TH DEC



SEE YOU THERE!

Two events are planned in the run up to the Christmas break. The first is a clothing bank. We invite families to donate clean winter clothes that are looking for a new home. These will be displayed in the school hall from 3pm on Friday 12th December. Families are invited to come along and take anything that would be of use to them. There will be no charge for the items but small cash donations (entirely voluntary) are welcome.

Our second event is our popular Chocolate Bingo. This will take place in the school hall from 3.25pm on Monday 15th December. Refreshments will be served. Bingo ticket books are £1 each.



Lisa will be running a Christmas raffle (£1 a strip) which will be drawn after BINGO. Tickets can be purchased in advance from the school office and from Lisa and will also be on sale at the BINGO event.

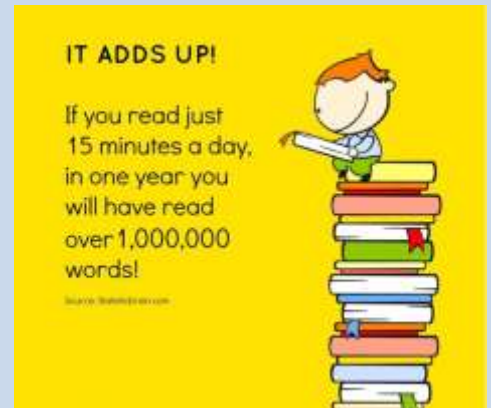
-  UN Convention on the Rights of the Child
-  Article 29: Goals of education
- Article 5, Parental Guidance, Article 18, Parental responsibility

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



educaterers

Monday		or		or
	Tomato Pasta Bake (G.D.)		(v) Cheese D.	
Tuesday		or		
	Chicken Fajita in a Wrap (G.)		(vg) Garden Vegetable Fingers in a Wrap (G)	
Wednesday		or		
	Roast Chicken Fillet (G)		(v) Classic Quorn Roast (G)	
Thursday		or		
	Pork Sausages (G.SU.SB)		(v) Plant Power Sausage in Gravy	
Friday		or		
	Salmon Fishcake (F.G)		(v) Cheese & Tomato Pizza Wedge (G.D)	

Educaterers' New Menu

Next week is Week 1 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>



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



Inclusion and Belonging

Inclusion means making sure everyone feels welcome, accepted, and valued, no matter their differences. It's about creating a space where everyone feels like they belong—whether it's at school, at home, or with friends. Belonging means feeling like you are part of something and that you matter.

How to make others feel included:

- 1. Be Friendly and Approachable**
Smile and say hello to people to make them feel welcome.
- 2. Invite Others to Join In**
When you're playing a game or starting a conversation, invite others to join in. This could stop them from feeling left out.
- 3. Listen to Everyone**
Take the time to listen to others, showing them that you care about what they say, even if their opinions are different from yours.
- 4. Celebrate Differences**
Embrace everyone's differences and learn from them. It's what makes us all unique!
- 5. Use Positive Words**
Use words that make others feel good, rather than teasing or making fun of them.
- 6. Be Open-Minded**
Try to see things from someone else's point of view, to help build respect and connection.

Tips for feeling like you belong:

- **Be Yourself** – Don't try to change who you are to fit in. You belong just as you are!
- **Find Your Tribe** – Surround yourself with people who support and accept you. Finding people with similar interests to you can be a great place to start.
- **Take Care of Others** – When you make others feel like they belong, you help create a sense of belonging for yourself too.

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



A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



i	d	e	n	t	i	t	y	g	o	r	e
a	f	a	m	i	l	y	v	v	h	e	d
y	b	r	v	i	e	w	s	d	e	s	u
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e	x	p	r	e	s	s	i	o	n	i	t
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y	p	r	o	t	e	c	t	i	o	n	v

freedom, expression, life, name, identity, family, views, protection, health, security, education, play, recovery, justice, respect

Name:

Class:



Our UNICEF RRS ambassadors have chosen some key words from the UN Convention on the Rights of the Child and put them into a word search.

Print and complete the word search and return it to school (by 5/12) to be entered into a prize draw to win a special prize. Follow this link to read the rights summary in full:



Lighthorne Heath Learning Heroes

Reception

Mrs Gill has chosen Esme as her hero this week. Esme has worked super hard across all areas of her learning. With her determination and 'can do' attitude Esme is making progress with her reading and maths. Well done Esme!



Co-

Years 1 & 2

This week, we have chosen Willow as our hero. It has been a real pleasure to welcome Willow into our class. She has been quick to settle, is already making friends and is keen to join in with class activities. What a fantastic start, Willow! We are so lucky to have you as part of our class.

Have a go



Concentrate

Persevere

Years 3 & 4

Mrs Madahar is delighted to choose Louie as this week's Class Hero. He has demonstrated an excellent growth mindset in both Maths and English, showing real determination and focus. Louie's positive attitude has helped him make good progress. Well done Louie!



Be curious!

Keep improving

Years 5 & 6

The Year 5 & 6 hero this week is Kaety. She has worked diligently on her DT project this week and created a beautiful pencil case. Her hard work and dedication really paid off.

Keep up the fantastic work Kaety.

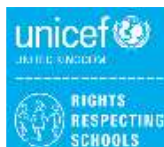


Enjoy learning

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 behaviours.



Sessions are
1 hour long



Held in school
& over zoom

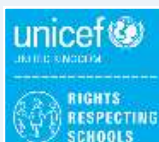


Sessions are
FREE

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 to 5pm



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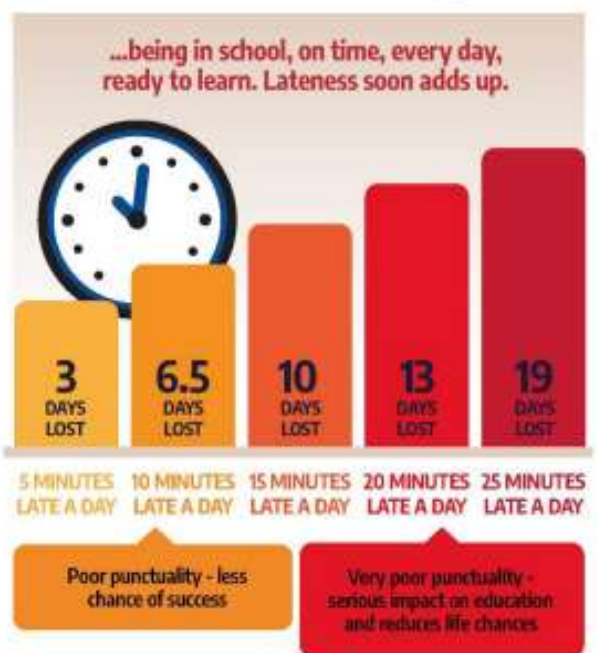
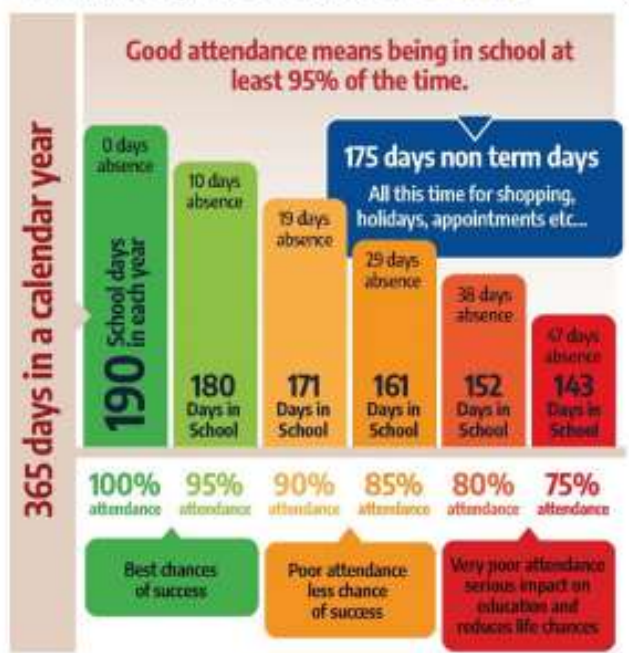


Attendance and Punctuality

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.



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

Boundaries and Rules Workshop (virtual)
 Fri, 21 Nov, 09:30 GMT
 Free

Understanding your teenager Workshop (virtual)
 Thu, 27 Nov, 10:00 GMT
 Free

Parenting Together Workshop (virtual)
 Mon, 1 Dec, 17:30 GMT
 Free

Understanding Children's Behaviour Workshop (virtual)
 Tue, 9 Dec, 10:00 GMT
 Free

Working it Out - Co-parenting in a positive way (Virtual)
 Mon, 12 Jan, 09:30 GMT
 Free

Solihull Approach to Understanding Your Child 10-week programme Virtual
 Fri, 18 Jan, 09:30 GMT
 Free

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalsafety.org.uk for further guides, hints and tips for adults.

What Parents & Carers Need to Know about LIVE STREAMING

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.

WHAT ARE THE RISKS?

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 engaging 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 signed up 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.

AGE RESTRICTION

13+
16+
18+

Age varies by platform

UNAUTHORISED RECORDINGS

Each live-streaming platform stores completed videos for different periods (Twitch saves broadcasts for 60 days, for example, while Facebook and YouTube do not allow them only at the creator's request). Deleting a video, though, doesn't always stop it from being shared: 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 other 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 complicated to regulate them. As a child, you 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 in your house) or even 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, sending your child from any upsetting comments – although viewers' feedback is often seen as an integral part of the fun. Identify any nearby items (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 SteamTV, 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, when 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

Head of Digital Learning at The Rivers Trust, Louise. She is a member of the National Online Safety Advisory Board. You can find her on Twitter @LouiseRivers or on Facebook LouiseRivers. She is also a regular speaker at National Online Safety events and is a member of the National Online Safety Advisory Board.



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 how 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



Applying for a Secondary School Place



Community information

HO HO HO!



Kineton Victorian Evening

FRIDAY 28TH NOVEMBER
6PM - 8PM

kinetonvictorian@gmail.com



SPONSORED BY:



SUPPORTED BY:
Warwickshire
County Council



COLEBROOK
SECCOMBES

SEND Help!

@ The Gap Community Centre, 10:00-12:00

Once a month on the following dates in 2025:
10th December.

An adult led SEND support group for parent's/carers, whose child(ren) may or may not have a diagnosis.

Facilitated by
Family Support
Workers.

A chance to meet
people who may be
going through the
same things as you.

Signposting to
helpful services &
professionals.

Have open and
honest
conversations, in a
safe space.

Please contact Family Support Worker, Sylvia
Mckenzie at sylviamckenzie@warwickshire.gov.uk for
more info/to book.

