



Newsletter 17

Friday 23rd January 2026



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Reception



What a fun week we have had in Reception! Reception have continued their exploration of space, and we've had a brilliant time finding out more about the lives of astronauts. The children loved discovering the different types of training astronauts do, what the International Space Station looks like, and what food astronauts eat in space. We began the week by investigating how food can be preserved. This led us to look closely at the type of packaging used for astronaut meals. The highlight was definitely tasting freeze-dried strawberries! The children were fascinated by how the fruit looked, felt, smelt and tasted.



UN Convention on the Rights of the Child

Article 29: Goals of education

Literacy - Descriptive Writing

This term the children have started to explore the story 'Katie in London' by James Mayhew.

This week they followed Katie and her brother Jack's journey as they travelled through London on a lion statue. Their first stop was St Paul's Cathedral. The children studied illustrations from the book and a variety of photographs of the famous Cathedral.

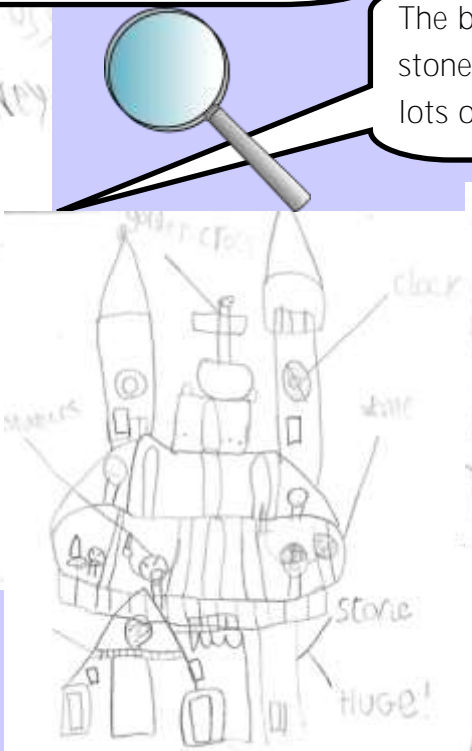
They were encouraged to start from the top of the building, moving downwards, focusing on shapes, decorative details and size to build up a detailed description of the building. They started by labelling their own sketches and then used this to support their written work.

We definitely have some budding artists in the class, they all did a fantastic job!



I spotted a shiny, golden cross on the very top of the dome shaped roof.

The building is made out of stone. It has arched windows, lots of steps and even a clock!



st pauls cathedral is a big building. At the very top there is a golden cross. The roof is dome shaped.



Looking at Learning



STart



Magnetic moving



Magic messages



Puffy paint mixing



UN Convention on the Rights of the Child

Article 29: Goals of education



Dear Parents and Carers,

We would like to remind all families to be considerate of our neighbours when driving to and from school.

When parking, we kindly ask that you:

- Avoid blocking roads and access points.
- Park legally and safely.
- Be mindful of noise and congestion, particularly during peak times.

For everyone's safety, please ensure you drive at a safe speed, always within the speed limits, and take extra care along Stratford Road, which is particularly narrow.

As our school community grows, more children and families will be accessing the school, and space in the council-owned car park outside school is limited.

If possible, please consider walking to school or using a 'park and stride' approach.

Your cooperation helps maintain positive relationships with our neighbours and contributes to a safer, more pleasant environment for everyone.

Thank you for your continued support and understanding.



"Park and Stride" means driving part of the way to a destination parking in a designated spot away from the entrance, and walking the final distance, reducing traffic congestion and encouraging physical activity, especially for those living too far to walk the whole way





Dear Parents and Carers,

Just to let you know that invitations for Parents' Evening appointments will be sent out via T2P on Monday.

Parents' Evening will take place on:

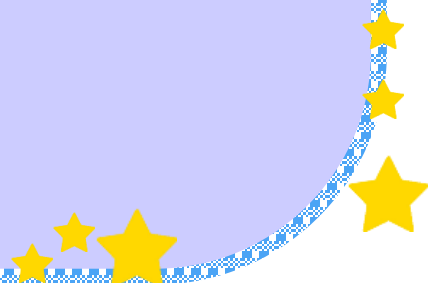
- Tuesday 10th and Wednesday 11th February, from 3.30pm to 6.00pm for Reception, Years 1/2, 3/4 and 5/6
- Wednesday 11th February only, from 1.50pm to 5.00pm for Nursery

Once an appointment has been booked, we kindly ask that parents attend at the allocated time, as these meetings are an important **opportunity to discuss your child's progress, celebrate successes and** identify any next steps in learning.

If you are unable to attend your appointment, please let the school know as soon as possible so that the slot can be cancelled and offered to another family.

Thank you for your cooperation and continued support.

Kind regards,
The School Team



Year 3 and 4 have been learning about coping with disappointment and building resilience through their Jigsaw PSHE lessons. The children explored how it feels when things do not go to plan and discussed situations where people might feel like giving up.



Through songs, discussion and role play scenarios, they worked together to suggest new plans, set goals and think of positive ways to support themselves and others. The children reflected on their learning and considered how staying positive and resilient can help them overcome challenges and work towards their dreams and goals.

Resilience means being able to cope when things go wrong, learn from it, and keep trying.

Sometimes I feel stuck in the middle when my friends fall out. I will tell them how I feel or ask an adult to help.

If I am worried about something online, I can ask for help. I can report things online and talk to one of my trusted





As part of our Eco-Schools work this academic year, we would like children to take part in the Big Garden Birdwatch run by the RSPB.

This involves children conducting a survey of the birds that visit their garden over a 1 hour period over the weekend 23-25th January.

You should receive an email with more information on and children can **collect a form in school if they would like to take part. We aren't printing a** copy for every child as we want to save paper so if you can fill it in online please do!



Article 31: leisure, play and culture. Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



Now at
Lighthorne Heath
Primary School



Bounce & Beat PERFORMING ARTS



BOOK YOUR SCHOOL CLUB NOW!!!

<https://bounce-and-beat.classforkids.io>

For more information on times and prices at your school, please use the link above!

CHILDREN WHO QUALIFY FOR PUPIL PREMIUM DISCOUNT PLEASE GET IN TOUCH!

Bounce and Beat Club happening at your school NOW!! Starting January 2026!!

DANCE-GYMNASTICS- PERFORMING ARTS!

info@bounce-and-beat.co.uk

07837003626

ART

This term in art we are studying the pathway '2D drawing to 3D making' which has the following

We have been looking at the work of Labaina Himid, a British artist whose art focuses on themes of cultural history and reclaiming identities.



Labaina Himid



The Carrot Piece (1985)

Disciplines:

Drawing, Sculpture, Graphic Design, Collage, Sketchbooks

Key Concepts:

- That drawing and making have a close relationship.
- That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.
- That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.
- That we can use methods such as the grid method and looking at negative space to help us draw.
- That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.

Inspired by the work of Labaina Himid, pupils explored collage techniques alongside other creative skills to recreate food packaging. We began by carefully turning a food box inside out, then sketching an original design onto the surface. Coloured paper and images were added to build a vibrant collage, which was enhanced with paint and other colouring materials. The final stage will be to reassemble the boxes back into their original three-dimensional form, bringing each unique design to life.





https://www.youtube.com/watch?v=83-CX_givIA



Brick Club is one of the targeted interventions that we run in school to support children in developing their social and communication skills, building self-esteem, and encouraging positive teamwork.

Children selected to take part in Brick Club meet weekly and participate in structured building sessions led by a trained member of staff. Each session focuses on collaboration, listening, and clear communication in a fun and engaging way.

During each session, every child is given a specific role.

The *Architect* carefully studies the instructions and clearly communicates to their teammates which pieces are needed and how they should be assembled.

The *Supplier* listens closely to the Architect's instructions and selects the correct bricks to pass on.

The *Builder* follows the Architect's guidance to put the model together accurately.

By working together in these roles, the children practise turn-taking, active listening, problem-solving, and cooperation. The sessions conclude with the completion of a shared final build, giving the children a sense of achievement and pride in their teamwork.



Brick Club continues to be a positive and enjoyable way for pupils to develop essential life skills in a supportive environment.

If you would like to find out more or feel that your child would benefit from this intervention, please speak to Mrs Manley

I feel proud when our model is finished.

Working as the Supplier made me feel important because everyone needed the pieces I found.

I used to be really shy, but now I can tell my ideas to the group and they listen.

We learned that it is important to be careful and think about your describing words. If you aren't precise you can get confused easily.



UN Convention on the Rights of the Child

Article 29: Goals of education



Reading

Guide to Supporting Your Child's Reading

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?

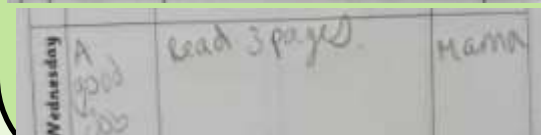
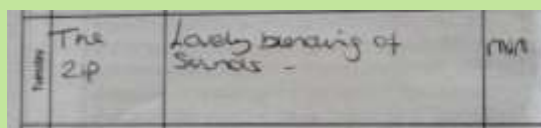
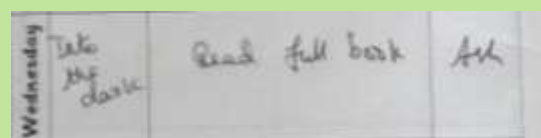
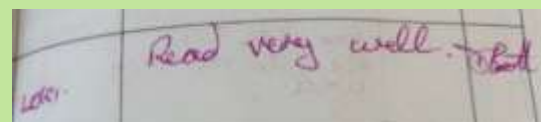
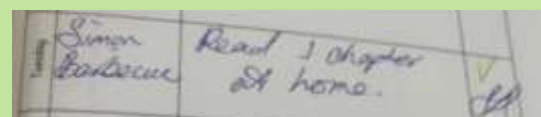
Encouraging Critical Thinking:

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	
January	
Friday 30th January	Non uniform day. Please bring a suggested donation of £1 for school fund.
February	
Tuesday 3rd February	Years 3 & 4 class assembly Parents are welcome to attend at 2.45pm
Monday 9th February	2.30pm, Parents Emotion Coaching workshop, call the office to book a place– free to attend
Tuesday 10th February	Parent teacher meetings YR-6– please see email and a book your appointment
Wednesday 11th February	Lion dance workshops– all classes
Wednesday 11th February	Parent teacher meetings YN-6– please see email and book your appointment
Friday 13th February	Non uniform day. Please bring a suggested donation of £1 for school fund.
Monday 16th February– Friday 20th February	Half Term holiday
Friday 27th February	Year 5 netball workshop, selected pupils.
March	
Monday 2nd March	Cat Weatherill– Author and storyteller to visit as part of WBD celebrations
Tuesday 3rd March	Years 1 and 2 class assembly
Thursday 5th March	World Book Day
Friday 27th March	Non uniform day. Please bring a suggested donation of £1 for school fund.
Monday 30th March—Friday 10th April	Easter holiday.

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

INSET Days 2025-26

Friday 10th October 2025

Monday 1st December 2025

Monday 1st June 2026

Monday 20th July 2026

UN Convention on the Rights of the Child



Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility



We warmly invite all parents to attend an Emotion Coaching information workshop led by Mrs. Manley and Mrs. Hartley, taking place at 2:30 pm on Monday 9th February in school.

Our school has been using the Emotion Coaching approach for several years to help children understand, express, and manage their emotions in a positive way. All of our staff are trained in this approach, which we use daily to support children in recognising and managing their emotions in school.

Emotion Coaching focuses on acknowledging children's feelings, empathising with them, and guiding them to develop emotional skills and resilience.

The workshop will provide practical strategies and insights that you can use at home to support your child's emotional growth.



Emotion Coaching

"Helping children and young people to understand the different emotions they experience, why they occur and how to handle them." (Gottman 1996)



- Article 3 Best interests of the child
- Article 12 Respect for the views of the child
- Article 13 Freedom of expression
- Article 14 Freedom of thought, belief and religion
- Article 28 Right to education
- Article 29 Goals of education



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



Your views...

Can you help one of parents who is currently undertaking her university dissertation? This parent would really appreciate a few minutes of your time to complete a short anonymous questionnaire seeking your views about living in our area. It only takes a few minutes and can be completed by scanning the QR code.

Many thanks.



Our school Mental Health Champions suggest that mindful colouring is a fun activity to help you feel calm and relaxed.

Why not use this familiar local landmark to inspire your creativity and enjoy a moment of relaxation?



TechTastic Half-Term Fun!

This February Half-Term come along to the Museum for a whole host of exciting design and technology themed activities!

[> FIND OUT MORE](#)

CRAFT CODE CREATE

TECHTASTIC HALF-TERM FUN!

14 - 22
FEBRUARY



January

Online - New Year, New F1 World Champion!

January

With McLaren's Lando Norris becoming the 11th Brit to win the Formula One Title, do you know them all, plus some of ...

[Find Out More](#)



2 FEB

Mellow Mondays

Mellow Mondays - February

2 FEB 2026

Join us at the British Motor Museum for Mellow Monday to enjoy our fantastic collection on an afternoon dedicated to ...

[Find Out More](#)

[TICKETS](#)



14 - 22 FEB

CRAFT CODE CREATE

TECHTASTIC HALF-TERM FUN!

14 - 22 FEB 2026

Dive into the world of car design and technology this Half-Term with a jam-packed week of fun activities!

[Find Out More](#)

[TICKETS](#)



23 FEB

Mini Motorists Mondays - February

23 FEB 2026



2 MAR

Mellow Mondays

Mellow Mondays - March

2 MAR 2026

Join us at the British Motor Museum for Mellow Monday to enjoy our fantastic collection on an afternoon dedicated to ...



16 MAR

Mini Motorists Mondays - March

16 Mar 2026



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
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	

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.



Emotional Wellbeing and Mental Health



Mental Health in Schools Team

Tips For Wellness

Learning



We are always learning new things – often without realising it! Learning can include developing skills as well as developing knowledge. Learning something new can help to improve our mental wellbeing, as it gives us a sense of achievement and purpose. We can challenge ourselves to build new skills or develop skills that we already have. It can help to build motivation, confidence, and self-esteem too.

To help us to learn something new, we can set ourselves a challenge or a goal to work towards. Can you think of a new challenge or goal to try?

Learning can be fun! Studies show that learning can help us to enjoy life more! Can you find a new activity that you enjoy and make it part of your life?

Our tips for learning:

1. **Learn a new word each day!** Can you use the new word in your schoolwork? Can you teach this new word to a friend?
2. **Get creative!** Try a new craft activity or write a story or song. Have a look at some ideas for craft activities here: 
3. **Try a new hobby,** such as a new sport, learning to paint or join a new after-school club.
4. **Try a new food or learn to cook a new recipe.** Could you share this experience with someone? For example, could you bake a cake with a friend, or cook a meal for your family?
5. **Learn a new language.** Try and learn simple words and phrases, such as "hello", "how are you?" and "my name is...". You could use online resources or apps, such as Duolingo, to help you.
6. **Try a new sport or class.** Could you help others to learn by becoming a coach for a junior team?
7. **Start a craft project!** You could do this independently, or together with a friend. Remember to ask an adult for help if you need to! Follow the QR code for some project ideas: 

In Coventry and Warwickshire, for any urgent mental health concerns, contact the RISE Crisis Helpline 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.

Lighthorne Heath Learning Heroes

Reception

Mrs Gill's Hero this week is Amber. Amber has a fantastic attitude towards her learning and is always willing to have a go. She is a curious learner and loves learning! Well done Amber.



Co-

Years 1 & 2

This week we have chosen Sana as our Year 1 & 2 learning hero. Sana has produced some lovely home learning this week based around our topic of London and local landmarks. She presented this beautifully and was very proud as she shared her learning with the class. Well done Sana, keep up the great work!

Have a go



Concentrate

Persevere

Years 3 & 4

Mrs Madahar has chosen Beanie as the Year 3 and 4 class hero for his resilience and hard work shown in his learning since Christmas. Beanie has shown great resilience by facing challenges and continuing his learning even when he has been unwell. Well done Beanie!



Be curious!

Keep
improving

Years 5 & 6

The hero in Year 5 & 6 this week is Emilia. She has worked hard this week, particularly on her maths learning. She has moved up with her times tables and contributed well to whole class learning. Keep up the good work Emilia.



Enjoy learning

Use your imagination



UN Convention on the Rights of the Child

Article 29: Goals of education



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



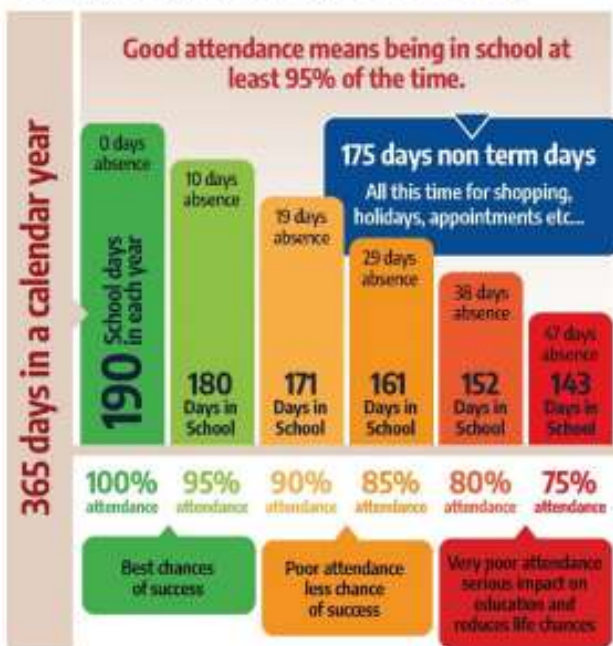
UN Convention on the Rights of the Child
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Article 5, Parental Guidance, Article 18, Parental responsibility

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.

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthralls young people, but we can still help children to be aware of their mental wellness, recognising when something isn't OK – and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest; someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss what they follow, what posts they like and what comes up in their feeds. If alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces. Involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practice mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Sarwar-Azmi is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEN and needs.



National Online Safety

#WakeUpWednesday

Full list of resources: www.lighthousehealth.co.uk/resources

More information: www.nationalonlinesafety.com

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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 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

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

Village Hall, Lighthorne Heath 3:15-3:45

2026:

5th Jan, 2nd Feb, 2nd March, 30th March,
27th April, 26th May, 22nd June, 20th
July, 17th August, 14th September, 12th
October, 9th November, 7th December



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- A selection of books, including large print
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- Books for young children

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