

## Reception



During this week's Forest School session, the children in Reception learnt about hibernation. Together, we discussed why some animals need to hibernate during the winter months and thought carefully about the types of places that would make good, safe shelters for them.

The children then had the opportunity to get creative by making their own hedgehogs out of clay. They added googly eyes and sticks for spikes, taking great care and pride in their creations. Afterwards, we explored the outdoor area to find quiet, sheltered spots where their hedgehogs might like to hibernate.

It was a wonderful session that encouraged creative thinking, problem-solving, and care for the natural world. Well done to everyone for their enthusiasm and imagination!







## PSHE - Road Safety



This week, the children in Years 1 and 2 have been learning about road safety with thanks to the Warwickshire Road Safety Team's video's and guidance.

They learned to identify safe places to cross the roads including pelican, zebra and toucan crossings and to avoid crossing between parked cars and on blind bends where they can't be seen by drivers and as a pedestrian will have an obstructed view of vehicles.

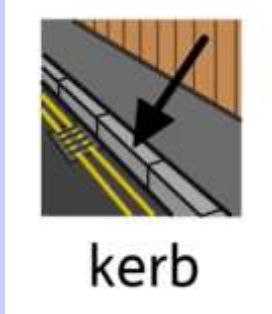
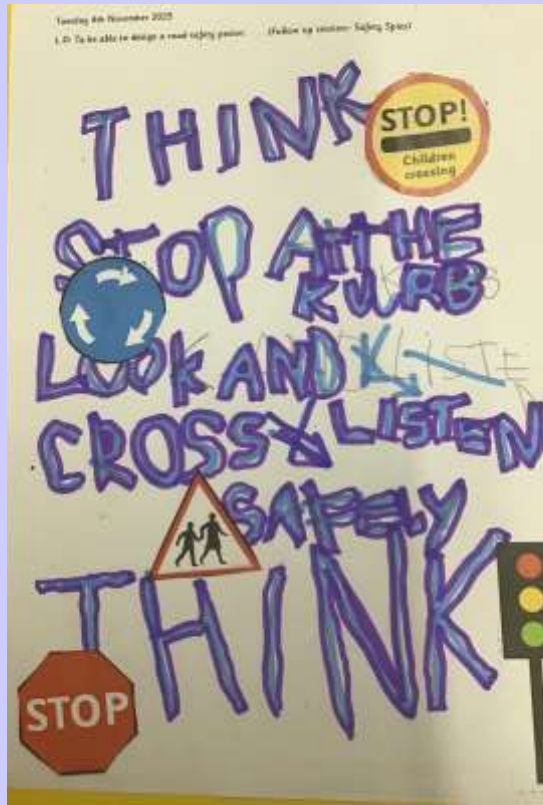
The children worked together to crack the 'road crossing safety code', learning how to cross the road following the steps; Stop, look, listen, think and hold hands when crossing the road. Working in pairs they put their new learning into practise, by crossing a local road safely with their partner. Back in the classroom they designed Road Safety posters to deliver the message to the wider school community.



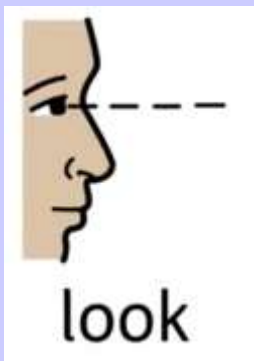
UN Convention on the Rights of the Child

Article 29: Goals of education

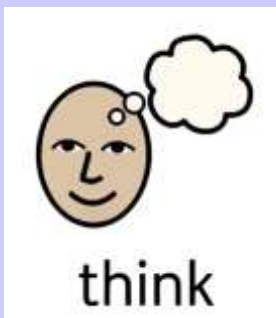
# Looking at Learning



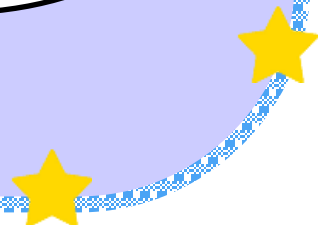
Think about roads.  
Stop before the kerb.



Look and listen for traffic. Look, left and right.



Think about whether it is safe to cross.  
Hold hands with your grown up and cross





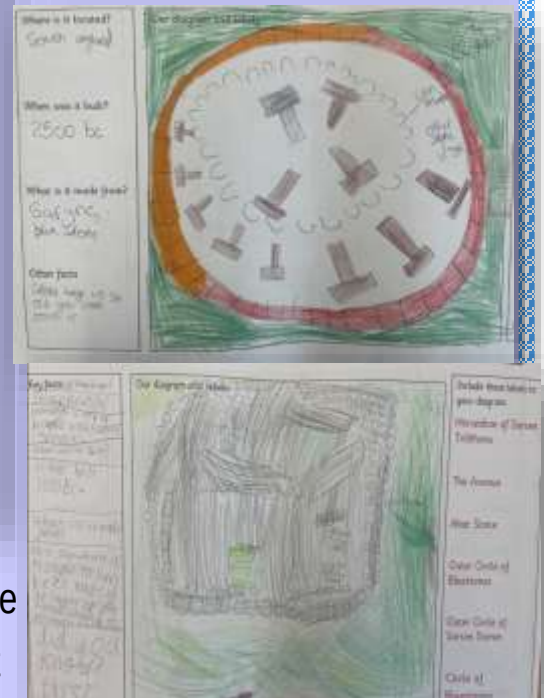


The children in Years 3 and 4 have been learning about the historical monument Stonehenge, which was built over 4,000 years ago during the late Neolithic period.



To better understand the monument's design, the children worked in teams to model Stonehenge using biscuits!

Of course, they thoroughly enjoyed tasting their creations once their structures were complete!



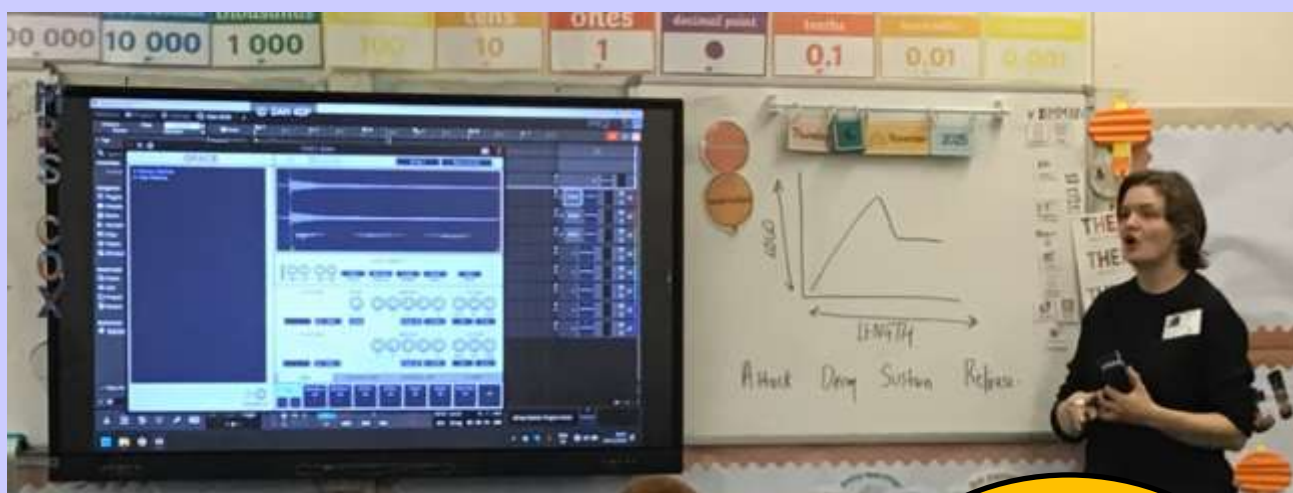
Afterwards, the children drew out the structure of Stonehenge, carefully labelling the different parts and researching key facts about its history and purpose. They showed great curiosity and enthusiasm in discovering more about this fascinating monument.



## Musique Concrète

This week, the children in Years 5 & 6 were excited to create a class composition in Music. They learned that music doesn't always need instruments, many composers use found sounds from everyday life, such as a ball bouncing, a crossing signal, or a lift door.

They explored musique concrète, a French term for "concrete music," which uses recorded sounds instead of traditional instruments. Working with Mrs. Owen and her daughter Sarah, the children manipulated their own found sounds to create music inspired by The Magic Paintbrush, a text from the start of our



We stacked up our sounds using the computer. This was where we were able to manipulate the sounds to fit our ideas

Musique concrète, meaning "concrete music" in French, is an experimental genre of electroacoustic music created in the late 1940s that uses recorded sounds as its raw material. Instead of traditional instruments, it manipulates sounds from real world sources like musical instruments, voices, and nature through techniques like splicing, looping, and reversing to form sound collages.



In earlier music lessons, the children composed short musical phrases using the pentatonic scale, which became the foundation of their class piece. They then developed the percussive elements using previously recorded sounds and

added new ones during the session.



I helped to record a good sound that we used to create a rhythm for our piece of music



Sarah will continue to work on the piece started by the children to create a finished piece that Mrs Owen will share with the children before the end of term.



Congratulations to Sadiye, Luke, Talha, Aurora, Lottie, and Lucas A, who were awarded a medal and certificate for participating in our science eco selfie competition.

They all shared photos that demonstrated their commitment to looking after their environment, including activities such as growing their own vegetables, planting trees, and litter picking. Well done to all of them!

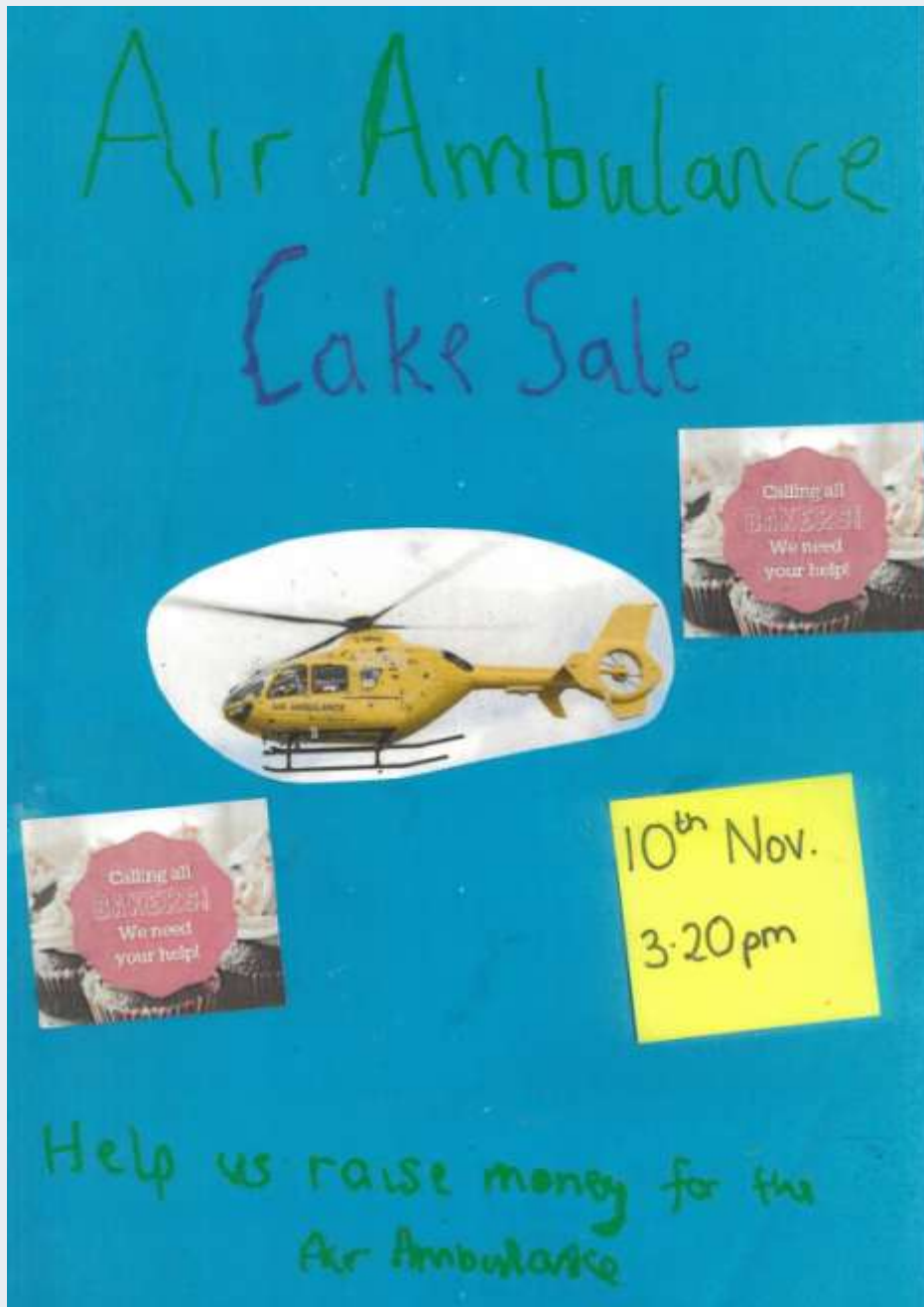


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Motivated by the surprise landing of the air ambulance on our field before half term, Flo in Y3 has organised a cake sale to raise money for this charity.

Donations of cakes and treats welcome, please bring small change on Monday to purchase.



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Article 24: Health and health services



## 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?

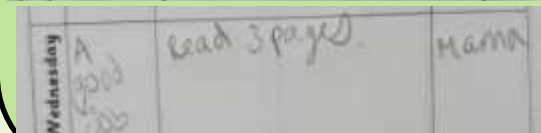
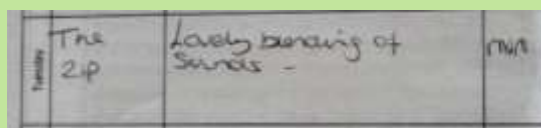
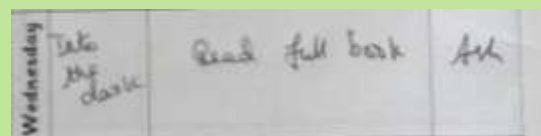
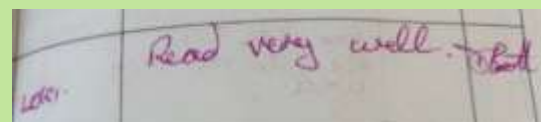
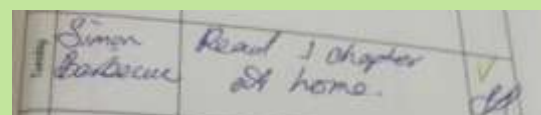
Encouraging Critical Thinking:

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                                          |                                                                                                                                                                                  |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| November                                             |                                                                                                                                                                                  |
| Monday 10th November                                 | Air Ambulance cake sale, donations welcome.                                                                                                                                      |
| Tuesday 18th November                                | 2.30pm SEND parents coffee afternoon. Join Mrs Manley and Mrs Thorneywork for tea and cake. This is a supportive space for parents to talk informally with staff and each other. |
| Monday 24th November                                 | Y3 and 4 trip to The Think Tank                                                                                                                                                  |
| Friday 28 <sup>th</sup> 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<br>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.



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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.



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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](https://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](https://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](https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf)







We want to provide the healthiest possible environment for all our children to thrive.

Please remember that we are a water only school and children are not permitted to bring juice or squash to drink during the day. This is in line with NHS advice.

We have a water cooler in school and children are welcome to fill up their bottles when they need.



The NHS states that the best drinks to give children are water and milk.

Children should avoid sugary fizzy drinks, squash and juice drinks completely. Children who drink a lot of sugary drinks are more likely to become overweight. The added sugar in these drinks can also damage teeth.



- UN Convention on the Rights of the Child
- Article 29: Goals of education
- Article 18: Parental responsibilities
- Article 24: Health and health services



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

### 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](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



## Be Helpful

Being helpful means doing something kind for someone else — like sharing, listening, or offering a hand — even in small ways. When you help, your brain feels safe and happy. It teaches empathy, kindness, and gratitude — all great for mental health!

### Why being helpful is good for you:

Boosts your mood: Helping others releases feel-good chemicals in your brain.  
Builds Confidence: You'll feel proud and capable when you make a difference.  
Creates Connection: Helping brings people together and reduces loneliness.  
Reduces Stress: Focusing on others can calm your mind and improve wellbeing.

### Our Top Tips For Being Helpful:

1. **Start Small** — You don't have to do something huge — even small acts of kindness matter! Holding a door, sharing a smile or helping with a chore all count.
2. **Listen First** — Sometimes the best way to help is to listen and being there for someone who needs to talk.
3. **Spread Positivity** — Compliments, encouragement, and gratitude go a long way. They make everyone feel good!
4. **Make it a habit** — Try to do one helpful thing every day. The more you practice kindness, the more natural it feels!
5. **Work as a team** — Helping doesn't mean doing everything alone. Teamwork makes helping fun and easier for everyone.
6. **Reflection time** — After helping someone, take a minute to think: How did it make you feel? How did it help the other person? What did you learn about kindness?

### Examples of how to help others:

- Sit with someone who is alone at lunch time
- Give family or friends a kind note to brighten their day
- Help your neighbour to take their shopping in
- Offer to tidy the classroom or help your teacher hand out resources

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 has chosen Aiden as her hero this week. Aiden has worked hard with his letter formation and fine motor skills. He has made super progress and has enjoyed practising writing cvc words in phonics.

Well done Aiden!



Co-

## Years 1 & 2

This week we have chosen Joshua as our hero. Joshua has worked really hard with Mrs Giffin's support, both in Science and PSHE this week. He produced a wonderful book to demonstrate his understanding of animal groups and as part of our road safety lesson, worked enthusiastically to create his road safety poster. Well done Josh, we are really proud of your efforts.

Have a go



Concentrate

## Years 3 & 4

Mrs Madahar is delighted to choose Aurora as our Class Hero this week! Aurora is an absolute superstar who gives her best in every lesson and always shows our learning characters in action. She is kind, thoughtful, and a fantastic role model to everyone in the class. Well done, Aurora!



Be curious!

## Years 5 & 6

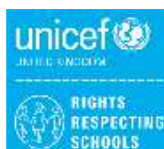
Mrs Cox's hero this week is Sat. He has shown enthusiasm and a passion for learning in his lessons. He has displayed maturity during more difficult discussions. Well done Sat.



Enjoy learning

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## 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



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# 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

2<sup>nd</sup> and 4<sup>th</sup> 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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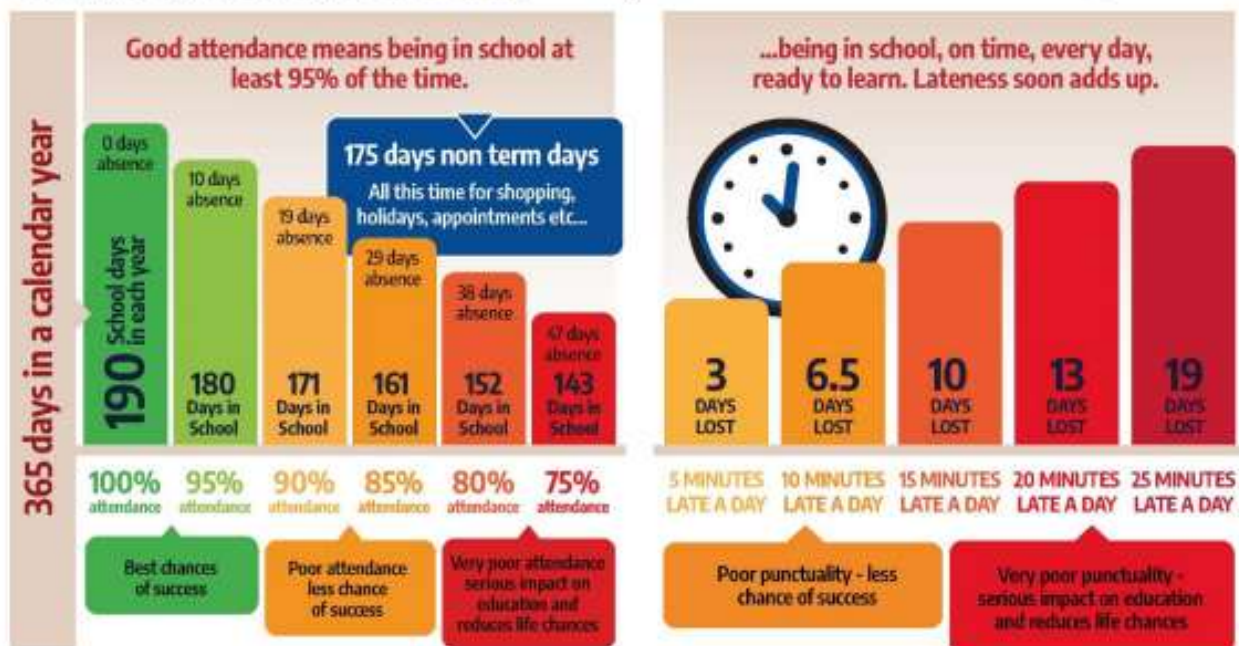
# Attendance and Punctuality



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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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.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, tips and top tips for schools.

## 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 compressed videos for different periods (Twitch saves broadcasts for 60 days, for example, while YouTube and YouTube Gaming keep them only at the creator's request). Deleting a video, though, doesn't always stop it from being viewed: 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 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 impersonators or people who take 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 farms (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, often in a supposedly 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 is 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

Emad Smith is Head of Digital Learning at Thurston's, Nottingham, Leicestershire. He signed up to the 2016 UK Awards Yearbook 2017 for his work in live digital broadcasting at Thurston's Primary School and has previously been a judge for the award. For more information, visit [www.thurstonsschool.co.uk](http://www.thurstonsschool.co.uk).

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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

HO HO HO!



# Kineton Victorian Evening

FRIDAY 28TH NOVEMBER  
6PM - 8PM

[kinetonvictorian@gmail.com](mailto:kinetonvictorian@gmail.com)



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