



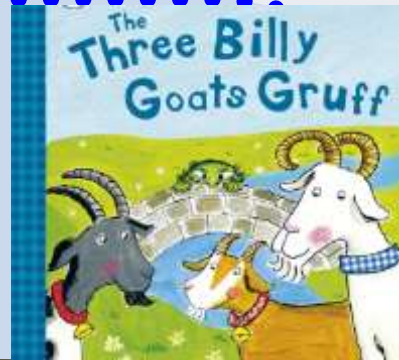
Reception

Reception have been exploring the traditional tale of The Three Billy Goats Gruff.

We began the week by learning the story and creating a class story map to help us retell the tale together. The children added actions to remember key parts of the story and focused on using expression to bring their retelling to life.

As part of our learning, the children also took part in a STEM challenge— to design and build a strong, sturdy bridge for the goats to cross safely.

Using a range of materials such as pegs, lollipop sticks, Duplo, and cups, the children experimented, problem-solved, and tested the strength of their creations. It was wonderful to see their creativity and perseverance.



UN Convention on the Rights of the Child

Article 29: Goals of education



Science - Animal Grouping

This week the children in Years 1 and 2 played 'Science Musical chairs.' They used this energetic lesson starter to recap learning and vocabulary about animal groups from our previous weeks lesson. As they danced to the music they were encouraged to think about moving as a type of animal from one of the groups; Amphibian, Reptile, Mammal, fish or bird. Once the music stopped the children visited a nearby table and recorded a fact, image or name of an animal related to that named group. The children had lots of fun, also allowing them to cement previous knowledge and preparing them to move on with their new learning in the main part of the session.



We were able to name 12 different types of birds as a class, including Robin, Pigeon, Hawk, Crow and Fly-catcher. We remembered that birds lay eggs and are warm blooded.

We recalled that fish lay eggs too! They have scales, fins and gills, which help them live in water.

Humans, Elephants, Tigers, Cats and dogs are all mamals. They give birth to live young. They have fur or hair.

SEVERN
TRENT



On Monday we were delighted to welcome Siobhan from Severn Trent to lead an assembly about the importance of water conservation.

The children learned about the water cycle, how water is cleaned, how to prevent pipe blockages and steps they could take to prevent water wastage.

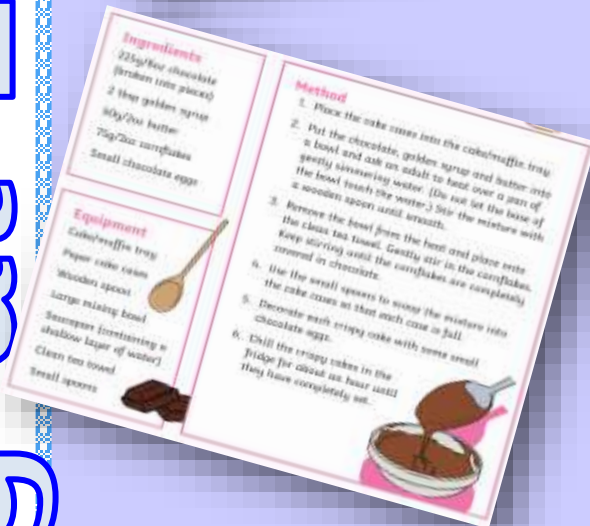
Pupils were encouraged to think carefully about how everyday choices affect our environment, and the assembly linked brilliantly to a range of cross-curricular topics including science, geography and PSHE.

Everyone thoroughly enjoyed the engaging photos, props and games that were used throughout the assembly, thank you to Siobhan for delivering such important messages in a fun and informative way!





This week, Year 3 and 4 have been learning all about instructional texts. The children explored and analysed examples of instructions, identifying key features such as imperative (bossy) verbs, clear steps, numbered lists, and precise language.



To put their learning into practice, they followed a set of instructions titled *"How to Make Rice Crispy Cakes."* Working carefully in groups, they measured, mixed, and created delicious rice crispy cakes to sell at the school cake sale.

The class did a fantastic job combining their literacy and practical skills- and the results were both well-written and tasty!





loudmouth
education & training through theatre

Last week, the children in Years 5 & 6 were visited by Loud Mouth theatre company who shared a performance and a workshop with the children to build on their existing PHSE knowledge and support their previous learning as part of The Taking Care Project.

The performance covered topics such as exploring how people sometimes behave differently online and how data can be shared and used. They explained ways to stay safe on the internet, recognise risks and harmful content, and know how to report any concerns. The performance also highlighted the importance of privacy for both children and adults, including understanding when some secrets may be unsafe to keep. Finally, it reinforced that everyone's body belongs to them, helped pupils identify appropriate and inappropriate contact, and showed them how to seek help or advice if they ever feel unsafe.



Spanish



This week the children in Years 5 & 6 had a very special guest. One of our school Governors, Nikki, came to visit with Lisette, a teacher who had travelled all the way from Havana in Cuba.

Lisette talked to the children all about life in Cuba and told us some key facts about her country.



DID YOU KNOW?



The national bird of Cuba is the Toco toucan and the colours of the Cuban flag mimic the colours of this beautiful bird!



The children had the opportunity to speak with Lisette in her native language, Spanish, and thoroughly enjoyed listening to traditional music and joining in a lively salsa, the classic dance of Cuba.

Me llamo Callum . y vivo en Inglaterra con mi familia.
Tengo diez años.

Callum

The most popular style of dancing in Cuba is the salsa





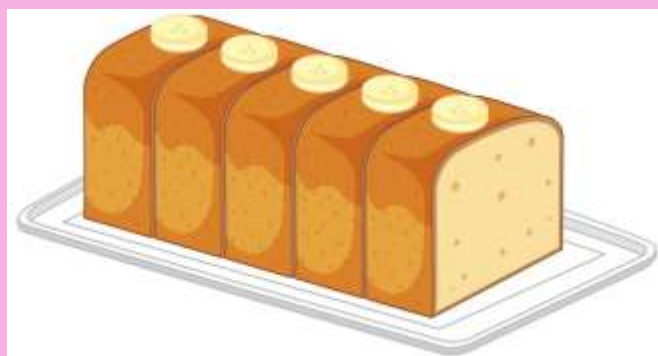
Join us at our parents SEND coffee afternoon



Coffee Afternoon,

All parents and carers are invited to join Mrs Manley and Mrs Thorneywork for a coffee and slice of cake at 2.30pm on Tuesday 18th November. Although everyone is welcome, this is aimed at the parents and carers of children with SEND. We are hoping that this will provide an opportunity for parents of children with additional needs to come together in a relaxed and welcoming environment.

We will share some simple support strategies beginning with the use of visuals to support children and are also happy to answer any questions. We look forward to welcoming you and sharing a pleasant and supportive afternoon.



UN Convention on the Rights of the Child



Article 29: Goals of education

Article 23: Children with a disability

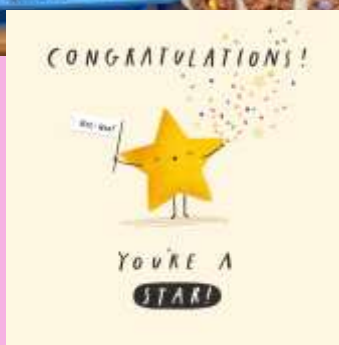
Article 18: Parental responsibility





Congratulations to Flo and her team of helpers who raised an impressive £55 for The Air Ambulance during their cake sale earlier this week. Thank you to families that donated and purchased cakes to support Flo's fundraising.

We are waiting to hear from the Air Ambulance Service but we are hoping that Flo might be able to hand the funds to them in person.



UN Convention on the Rights of the Child

Article 29: Goals of education

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?

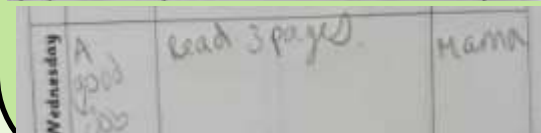
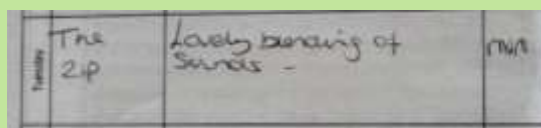
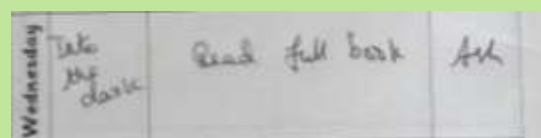
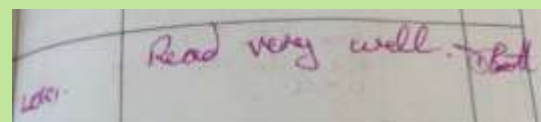
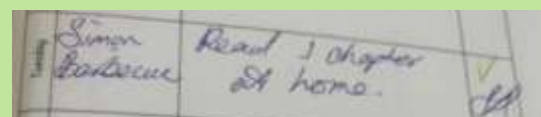
Encouraging Critical Thinking:

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	
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 th November	Non uniform day. We request that children bring a donation to school fund. Suggested donation £1
December	
Monday 1st December	INSET Day– school is closed
Tuesday 2nd December	EYFS, Year 1 and Year 2 to visit Warwick Arts Centre to watch The Tiger Who Came To Tea.
Wednesday 3rd December	Years 3 & 4 to visit Coventry's Belgrade Theatre to watch Sleeping Beauty
Thursday 4th December	2.30 Years 3, 4, 5 & 6 performance. Christmas Carols
Tuesday 9th December	2.30 Reception, Year 1 and Year 2 Christmas performance
Thursday 11th December	Years 5 and 6 to visit the RSC to watch The BFG
Tuesday 16th December	Christmas Lunch
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

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





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.

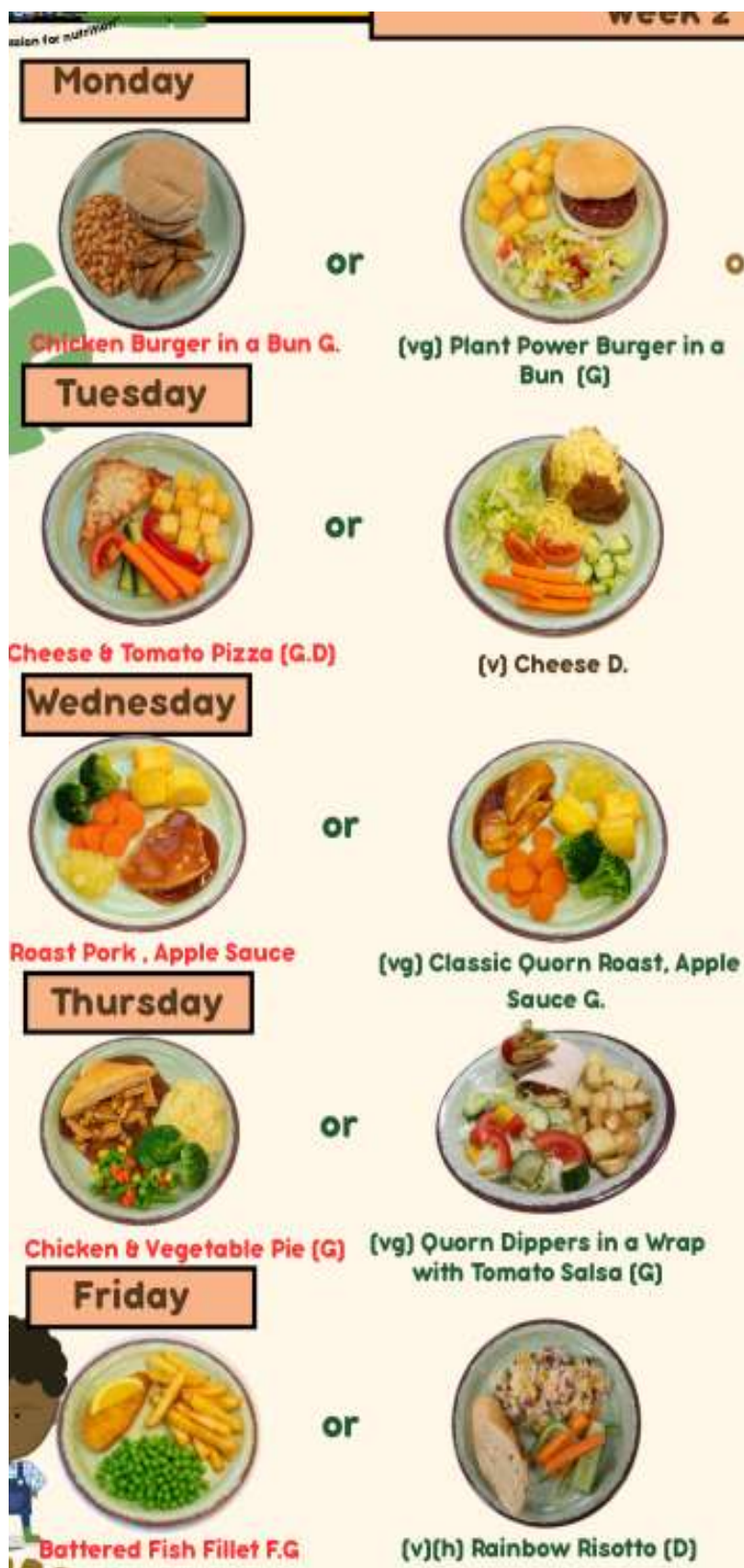


The NHS states that the best drinks to give children are water and milk.

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



Educaterers' New Menu

Next week is Week 2
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





Emotional Wellbeing and Mental Health



Mental Health in Schools Team

Tips For Wellness



Motivation

Motivation is what helps you start and keep going with your goals, this may be linked to school, hobbies or life stuff. It is the 'why' behind what you are doing. Motivation can help you to finish a task or practise a new skill, it can make learning and playing more fun and help you to feel proud when you have done something great.

Sometimes it can be difficult to find motivation to begin an activity. To help with this, think about what is your 'why'. Ask yourself what goal matters to you and connect with what excites or inspires you.

Our Top Tips For Motivation:

1. **Set small and clear goals:** Break big tasks into bite-sized steps. Ensure you celebrate each smaller win along the way.
2. **Create a routine that works for you:** Having a plan for your day can help to keep you on track and reduce potential stress.
3. **Remain positive:** If you are finding an activity difficult, remember to be kind to yourself. If something is hard, say, 'I am learning' instead of 'I can't do it'.
4. **Ask for help:** It is ok to ask family, friends or teachers for some help when you get stuck.
5. **Motivational matching activity:** Write some goals down on individual pieces of paper e.g., 'to finish my homework' and some motivational reasons down on another piece of paper e.g., 'to help me learn new things'. Spread the paper around upside down. Take turns flipping them over to match a goal with a motivational reason. When a pair is found, have a conversation about why that motivation may help to achieve the goal. Consider any barriers to achieving the goal and plan how you could overcome them.

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 Kobi as her hero this week. Kobi showed great perseverance when creating a sturdy bridge out of pegs and lollisticks for the 3 Billy Goats. He showed resilience and did not give up even when it was tricky. What a fantastic attitude! Keep it up Kobi.



Years 1 & 2

This week we have chosen Ikhl as our Y 1 & 2 hero. Ikhl has been working hard on forming the letters for her name, showing perseverance and determination. It has been lovely to see her grow in confidence as she begins to move towards securing her name-writing target. Ikhl also wowed us with her fantastic dancing skills in our Science lesson and was able to recall facts about animal groups from the previous week's learning. Great Job Ikhl!

Have a go



Concentrate

Years 3 & 4

Mrs Madahar would like to nominate Krishla as this week's Class Hero. She has truly wowed us with her fantastic maths work and her determination to take on new challenges. Krishla can explain her mathematical reasoning in excellent detail, using clear and precise mathematical language.

Keep up the amazing work, Krishla!

Years 5 & 6

Mrs Cox's hero this week is Sadiye. Since finding out her role in the Christmas performance, she has used her initiative and learned the songs at home ready for the show on December 2nd. Great job, Sadiye!

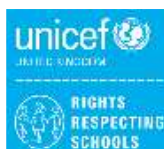
Be curious!



Enjoy learning

UN Convention on the Rights of the Child

Article 29: Goals of education





Fussy Eating Workshop

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



Sessions are
1 hour long



Held in school
& over zoom



Sessions are
FREE

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

Hollie.Williams@rugby.
gov.uk

07353006925



UN Convention on the Rights of the Child

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Article 5, Parental Guidance, Article 18, Parental responsibility



Family Support Drop In Sessions



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

Family Support Workers can offer support with

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

Join us for a consultation with a Family Support Worker at

Lighthorne Heath Children and Family Centre

2nd and 4th Wednesday of every month

1pm - 3pm



Phone: 01926 414 144

Option 1, then 2 for Family Support

Available Monday to Friday 9am - 5pm



UN Convention on the Rights of the Child

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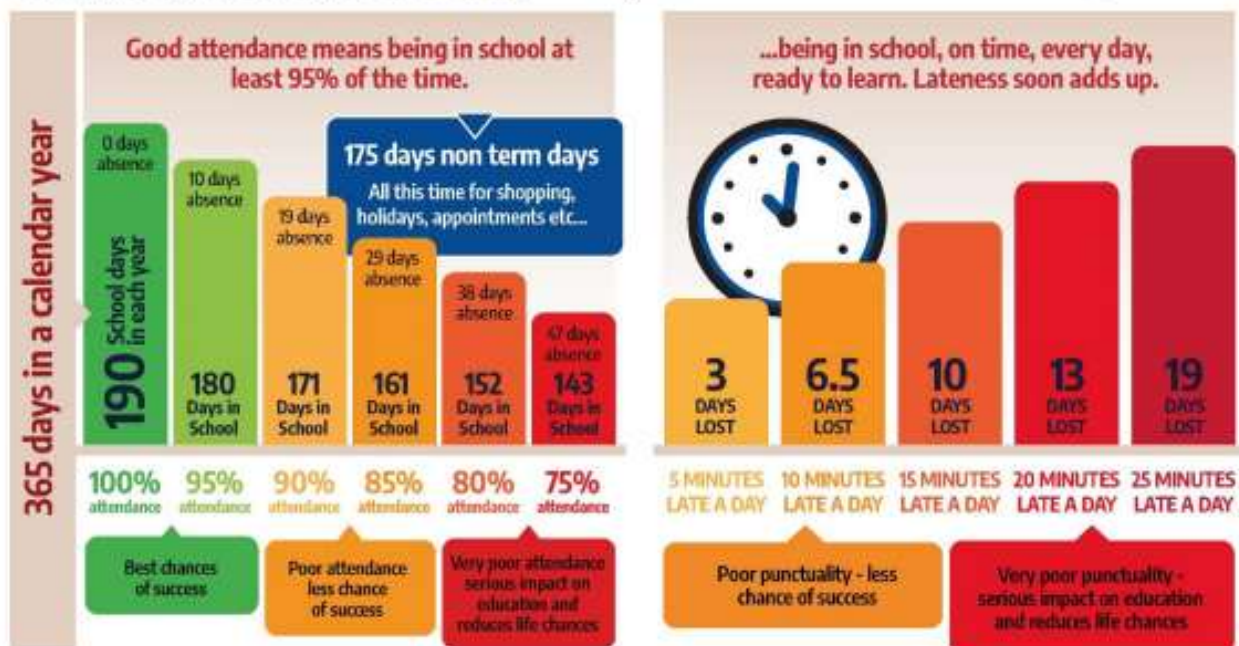
Attendance and Punctuality



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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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, 8 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, 16 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.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.

UNAUTHORISED RECORDINGS

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

ROGUE CONTENT CREATORS

Children can also watch 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 was named in the 2019 Top 100 Awards Yearbook 2020 for his work in the digital transformation of Thurston's Primary School and has previously been a finalist for the National Digital Learning Award. He is also a member of the National Digital Learning Award Panel.

Source: <https://www.esrguardian.com/2020/03/23/distribution-of-captures-of-live-streamed-child-sexual-abuse-tips/>

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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



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