1st March 2024

Cherrywood News

Message from Mrs Lewis

I need to share some exciting, but sad news. Our Senior Admin Assistant, Mrs Ash will be leaving us on the 8th March. We are really excited for her as she has secured a promotional role, but we are of course sad to see her go. She has promised to ensure that her replacement Mrs Abrami, who she is training up from the 3rd March, has lots of information so that she can continue to provide parents with all of the support they need. I am sure you will join me in wishing her the best of luck.

Question of the week ??????

Our school councillors asked 'Have you attended any of our parent workshops or afternoons?' It was good to hear that lots of you came along to the online safety event. We are hoping that you also come along to our reading workshops next week for World Book Day.

Those who weren't able to come, have difficulties due to work commitments. To prevent you from missing out we will share key information from these events in the form of slides and documents and will be more than happy to talk these through with you. In addition we are purchasing a second notice board that we will use to share events that are coming up in school as a reminder.

Dates for the diary:

- 5th March—Year 2 trip to COGS
- 6th March—Year 2 Exhibition 9.30am
- 6th March—Year 5 trip to COGS
- 7th March—World Book Day
- 11th March—Year 1 trip to COGS
- 13th March—Year 3 Exhibition 9.30am
- 14th March —Year 4 Assembly—2.45pm -**CHANGE OF DATE**
- 15th March—Year 2 trip to Edgeborough
- 18th March—Year 3 trip to COGS
- 19th March—Year R and Year 6 trip to COGS
- 21st March—Year 1 Assembly 2.45pm
- 25th March—Year 4 Music Performance 9.30am
- 25th, 26th & 27th March—Parents Evening from 330pm
- 28th March—Last day of term
- **Parents are invited to attend these events**
- **Please remember INSET day Monday 3rd June**

Celebrations—





We are pleased to announce this week's -

	Value Ambassadors	Stars of the Week
Ash Class	Mahdiya	Vinny
Chestnut Class	Delilah	Cyrena
Elm Class	Holly	Luca James
Larch Class	Andreea	Rose
Oak Class	Scarlett	Kacie-Jane
Pine Class	Aevan	Saima
Sycamore Class	Marcia	Ava

Play Leader Awards

Key Stage 1	*Key Stage 2*
Affan (YR)	Thea (Y3)

Our Value Ambassadors— recognised for showing great teamwork

Stars of the Week— recognised for their efforts this week





Play Leader Awards for children demonstrating the school values in their play



"Who stole the cookies? " A Day of Investigative Fun!



On Tuesday the Oak class girls (together with Mrs Greaves and Mrs Read) joined Year 4 at Edgeborough School in a Forensic Day of investigation and fun. Through a fictitious "crime", involving the theft of 60 very special home-made cookies, pupils used a variety of maths and science skills to find the "thief" and recover the cookies (which they then ate!!).

The "clues" at the crime scene gave them the chance to carrying out fun experiments using microscopes (to identify hair strands), eye loops and ink pads (for finger printing) and Chromatography to separate the colours in ink so they could identify the pen used to write a note found at the scene of the crime. They made use of maths skills to work out a complex code that helped lead them to the location of the cookies, as well as measuring splatter patterns and footprints.



They learned about the precision you need in scientific experiments, how to record information and the process of interpreting "evidence (information) and solving problems.

The girls were a credit to themselves and the school. They were polite and well-behaved. Joining in enthusiastically with all the activities they showed a real desire to learn, good listening skills, resilience and team-work. They were very adaptable and were quick to settle in working and playing with the Edgeborough pupils.

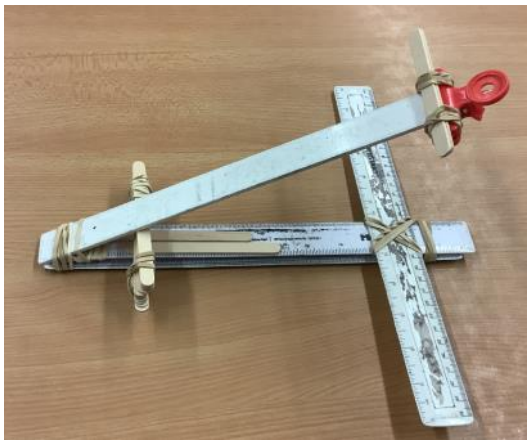
We were made very welcome by everyone at Edgeborough and as well as the work, the girls enjoyed lunch, play time and form time with the Year 4 pupils.



A great day!

The boys worked back at school focused on their engineering skills, designing and making catapults.





Online Safety

Last Friday, children spent most of their day learning about how to be safe online.

The focus this half-term was Online Bullying. Each year group covered some of the areas below:

EYFS

- *What is bullying?*
- *To offer examples of how this (bullying) can make others feel*

KS1

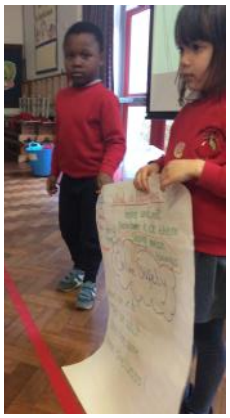
- *To describe what is good and bad behaviour*
- *To describe how to behave online in ways that do not upset others and can give examples*
- *To give examples of bullying and how it could look online*
- *To understand how bullying can make someone feel*

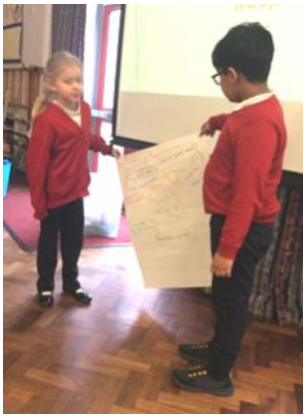
KS2

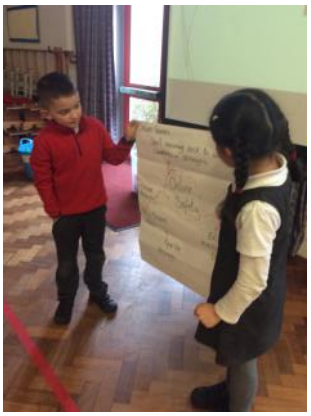
- *To talk about how someone can/would get help about being bullied online or offline*
- *To describe appropriate ways to behave towards other people online and why this is important*
- *To give examples of how bullying behaviour could appear online and how someone can get support*
- *To recognise when someone is upset, hurt or angry online*
- *To explain why I need to think carefully about how content I post might affect others, their feelings and how it might affect how others feel about them (their reputation)*
- *To recognise that online bullying can be different to bullying in the physical world and to describe some of those differences*
- *To explain how to block abusive users.*

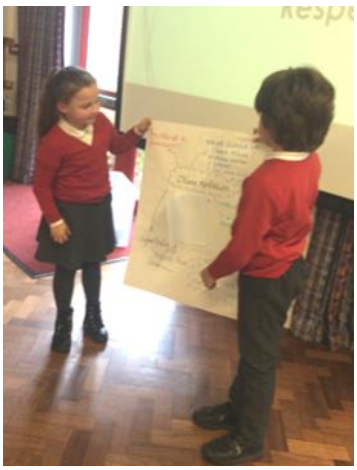
During assembly, representatives from each class shared what they had learnt to the rest of the school. Below are some pictures from their presentations.

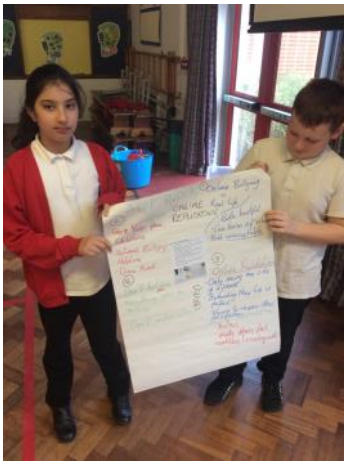
Do you know how to protect your child at home from Bullying or how to spot the signs that your child is being bullied? Then please read the next page, which contains some very useful information.

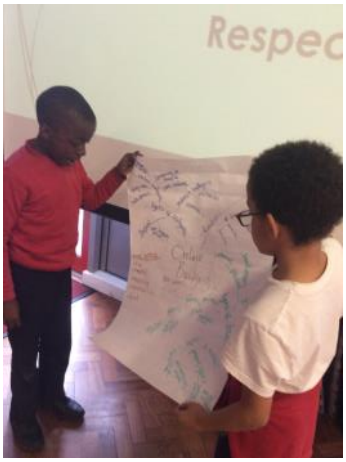












At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.

2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

Meet Our Expert



Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.

#WakeUpWednesday®

The National College®

Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786940/survey_of_pupils_and_their_parents_or_carers-wave_3.pdf
https://www.oecd.org/education/talis/talis2018tables.htm | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/621070/Health_behaviour_in_school_aged_children_cyberbullying.pdf

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 28.02.2024

Our value this week is RESPECT and each class took up the challenge to create a song, rhyme or inspired by this value. These were performed in assembly on Tuesday and the performances were amazing. We thought you might like to know the lyrics and then you can potentially ask your child to perform it for you.

Yr1

Do you know what respect means,
I will tell you what to do,
Number one listen up,
Number two be kind,
Number three no swearing,
Number four please thank you

Yr2

We will-we will-Respect you!
Respect you!
R-E-S-P-E-C-T
R-E-S-P-E-C-T
We will-We will-Be kind!
Be kind!
R-E-S-P-E-C-T
R-E-S-P-E-C-T
We will-We will-Share with others!
Share with others!
R-E-S-P-E-C-T
R-E-S-P-E-C-T

Yr3

Respect is a mecha its everywhere
be respectful
its good to respect in London
respect is a good word yea yea yea
respect is nice respect everything in this life

Yr4

Respect is really important you should do it all the time,
If you don't show respect, then you'll need to reflect, On what you have done.

Don't be disrespectful, it's not helpful.
Disrespect needs to be kept in your mind,
Otherwise you are being unkind.

YrR

Be respectful all day long,
Listen to your friends and get along,
Look after all your toys,
Play along with girls and boys,
Share and care to make it fair,
This is how we show we care.
Respect!

Ash Class
Be respectful all day long,
Listen to your friends and get along,
Look after all your toys,
Play along with girls and boys,
Share and care to make it fair,
This is how we show we care.
Respect!

Yr5

Respect your elders. Respect everyone
Listen to everyone, listen to everyone.
I give it to you, you give it to me
RESPECT!
It is respect. our value is respect r-e-s-p-e-c-t.
Respect is the best to show respect
our value is …. Our value is … r-e-s-p-e-c-t
Respect is very important SO SHOW RESPECT
r-e-s-p-e-c-t is not that hard so show…
respect

Yr6

Be respectful,
Listen and learn,
Hold the doors use your manners,
And it will be your turn.

Respect,
It comes in lots of different ways,
Share your learning ,
Try all your days,

Show this value,
Respect respect respect,
Do it everyday,
A great life you can expect.

RESPECT (recap)
please hold doors for the people that are next everybody screaming "is it my turn yet " yeah that's respect say it with me R-E-S-P-E-C-T respect (faster) R-E-S-P-E-C-T respect can you see that's respect .. listen…manners. Can you see THAT'S RESPECT WHOOOOO

On Wednesday Year 2 and 4 took a trip to London.

Year 2 spent time at the Tower of London, where they got to see the crown jewels and interact with some of the Beefeaters.

Year 4 had a guided tour of all the main landmarks in central London. They took a walk to Buckingham Palace, where the flag was flying high and they tried to catch a glimpse of the King. They found out lots of facts about the different buildings as they whizzed through the streets and got to cross over both London and Tower Bridge. We would like to thank Softcat for funding the Big Bus Tour and thank you to Big Bus Tours for arranging a personalised tour guide.

It was a day full of wonder and curiosity at the many sights they managed to fit in.





















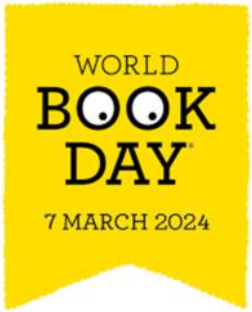


World Book Day—Thursday 7th March

Bring a £1 donation and come to school dressed in cosy pyjamas for a day full of reading or dressed as a book character of your choice.

Parents are invited to join us at 2.45pm for a reading workshop in your child's class—focused on fluency. Please feel free to also come in cosy clothes if you would like.









Are you looking for a job that fits in around your family? Gain the necessary qualifications to support you, fully funded by the ESFA (Education Skills Funding Agency).

Levels 1, 2 & 3 for School Support Course with a Guaranteed Job Interview.

- **Our classes are based online - Run only in term time - During school hours to fit in with the school run -**

Course Times

- Total of 5 days per week (Mon-Fri) for 6 weeks
- There are 2 lessons per day (9.30am – 11am) & (1pm – 2pm)
- Must have internet access and a laptop or tablet.

- **No prior experience necessary -**

Eligibility Criteria

- Must Be Aged 19+
- Must Claim Benefits (Universal Credit, JSA, ESA, PIP, Income Support, Housing Benefits or any type of Tax Credit including Child Tax Credit). If you live in Merseyside, you do not need to claim any benefits.
- You Can't be a student or an International Student
- You Must have lived in the UK for a Minimum of 3 Years (Except if you are from the Ukraine).

www.studysmartuk.online

Hampshire Catering, HC3S is rebranding!

We will be phasing out the use of our HC3S logo over the coming months, and all communications will display the new Hampshire County Council education catering services logo.; Food to Flourish. Over the coming months you'll start to see our new name in our menus and on our website. This will all be taking place after Easter.

Just to reassure you, we are still part of Hampshire County Council, will just be badged under a new logo.

FOOD TO FLOURISH

Come and Join



7th Farnborough Cub Pack is inviting your son or daughter to join Cub Scouts. In Cub Scouts your child will have lots of fun, learn new things and make new friends.

But...

Cub scouts is much more than that it is ***'fun with a purpose'***

Scouting is a family orientated organisation.
Scouting develops character, leadership, communication skills and good citizenship.

Who:	Any child aged between 7¾ years and 10 years
Where:	Henry Tyndale School, Ship Lane, Farnborough, Hants, GU14 8BX
When:	Monday evenings between 6:30 and 8 pm
Cost:	£53 per term (which includes insurance) plus uniform

If you would like more information please contact:

Sue Ward
7th Farnborough Cub Pack
Tel: 07988807927
E-mail: draweus@yahoo.co.uk

Or come along on a Monday evening for a visit.



