

St Martin's Newsletter



SUMMER TERM - Friday 17th May

Attendance

Whole school attendance has **dropped** again and this week is **91.3%**.

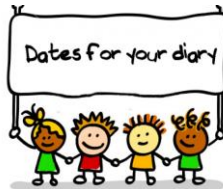


Mrs Connolly Memorial

To remember **Mrs Connolly** we would like to put a special seating area on the playground, where she was happiest. To help raise money we will be holding a number of fundraising days and School will match fund the amount raised. To start this off we will be having **an own clothes day** on **Friday 24th May** and are asking for donations of **£1** per child to be paid on the gateway.

Key Dates May

21st May – Good citizen talk with PCSO for year 5 & year 6
21st May – KS1 Music festival
22nd May – Whole school Mass to celebrate Pentecost at 10am
25th May – 9th June Half term



Assembly

Next week the assembly will be led by **EYFS**. Parents and carers are invited to join us.



Attendance

Year R – 90% 2 Lates

Year 1 – 92%

Year 2 – 82%

Year 3 – 90% 8 Lates

Year 4 – 92%

Year 5 – 95% 9 Lates

Year 6 – 98% 5 Lates

4 Classes with less than 10 lates

Well done to year 6, this weeks Dojo Champs

Anyone who comes into school after 8:50am is marked as late. Please try to be an attendance



Parent Poetry Workshop

The form to sign up for a place on the Parent poetry workshop is now available on School Spider. The Poet Ian Bland will be in school on **Thursday 13th June**. Be quick as places are very limited.

Half Term

We break up for half term next **Friday 24th May**. We will be finishing school at the normal time of 3.25pm. Afterschool club will be on that day. We will return to school on **Monday 10th June** at 8.40am.



St Martin's Stars

Well done to everyone who got a certificate this week.

Purple Tie certificates are given for children who embody our rules of being Kind Respectful and Responsible.

Pre-School – Violet

Year R – Amelia-Rose R

Kohnan B

Year 1 – Addison H & Blake B

Leo J

Year 2 – Abigael M & Harvey P

Louis T

Year 3 – Olina C & Imogen T

Kai A

Year 4 – Ella-Rose C & Sofia L

Lillie J

Year 5 – Gabby M & Ryan J

Luke B

Year 6 – WHOLE CLASS ☺

Olivia B

May Procession

On **Friday 24th May**, We will be holding a small May procession to celebrate May being the month of Mary, Our Lady. Photos of this special event will be available on the Facebook and Instagram accounts.

Parent Guides

This week's guide contains what parents need to know about school avoidance. See the attached guide for more information.

Wednesday Word

The Wednesday Word is a resource for parents to use when discussing the weekly Gospel's with their children.

<https://www.paperturn-view.com/uk/wednesday-word/pentecost?pid=MTA101634&p=2&v=1>
29.1

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: nationalcollege.com/guides/school-avoidance

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