

St Martin's Newsletter



SUMMER TERM - Friday 24th May

Attendance

Whole school attendance has dropped again and this week is **90.1%**. Once the new term starts lets see if we can finish the school year on a high 😊.

Whole school attendance for the year so far is **93.4%** which is a **4%** increase on last year so thank you for working with us to improve this 😊



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**. There are still some places left.

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 – Paxton

Year R – Carolyn J

Theo F

Year 1 – Phoebe T & Anthony A

William B

Year 2 – Rosalie C & Kasi N

Parker M

Year 3 – Mila W & Amelia F

Cathryn J

Year 4 – Luca P & Aoife N

Athena B

Year 5 – Logan J & Maisie J

Erin H

Year 6 – Ben A & Sam S

Maya P

Key Dates

We break up today for **half term**. We will return to school on **Monday 10th June** at **8.40am**. Have a lovely break 😊

10th June – Sponsored read event all week

10th June – Phonics screening check begins for **Y1**

11th June – **Y5** Stay and Pray 8.50am

12th June – **KS1** Mass 10am

14th June – **Y2** Learn to ride

17th June – Multiplication Timestables check for **Y4** begins

18th June – **Y6** Stay and Pray 8.50am

21st June – **Y4** Bikeability

22nd June – **FIRST HOLY COMMUNION** Mass 11am

25th June – **Y4** Stay and Pray 8.50am

26th-28th June – **Y4** residential trip to York

28th June – Balance for **Reception class**

30th June – Communion procession at Our Lady's 11am

Assembly

On Friday 14th June the assembly will be led by **Year 6**. Parents and carers are invited to join us.



Craft Session

On **Wednesday 29th May** there is a craft session taking place at Murdishaw Community Café. This is a **FREE** event for all ages and is running from **10am – 2pm**.

May Procession

We had a lovely May procession to celebrate May being the month of Mary, Our Lady today. Photos of this special event will be available on the Facebook and Instagram accounts.

Attendance

Year R – 84% 4 Lates

Year 1 – 89% 5 Lates

Year 2 – 90%

Year 3 – 90% 6 Lates

Year 4 – 87%

Year 5 – 96% 5 Lates

Year 6 – 95%

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



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/holiday-card?pid=MTA101634&p=3&v=130.1>

Mrs Connolly Memorial

Today so far we have raised **£121** towards the special seating area on the playground, to remember **Mrs Connolly**. This is a great start – more fundraising will take place next half term. The gateway is still open for anyone that has not yet made a donation.

This week's guide contains what parents need to know about encouraging **healthy friendships**. See the attached guide for more 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.

10 Top Tips for Parents and Educators

ENCOURAGING HEALTHY FRIENDSHIPS

Navigating the complexities of childhood and adolescent friendships can be challenging – but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which may last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

1 GRANT FRIENDSHIP OPPORTUNITIES

Encouraging children and young people to join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these pastimes offers a platform for interaction, sometimes alleviating the social pressure of knowing what to say, and helps children develop meaningful connections.

2 LEAD BY EXAMPLE

The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships looks like and how to navigate them.

3 HELP THEM LOVE THEMSELVES

Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For overall wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a notable influence on the friendships they form throughout life.

4 MONITOR SCREEN TIME

Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.

5 TEACH PROBLEM-SOLVING

Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be tempting to intervene and try to fix these issues for those involved, but helping them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.

6 EMPOWER THE CHILD

When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remain aware of the signs of a negative relationship.

7 TEACH EMPATHY

'Healthy friendships' doesn't always mean 'perfect.' Sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship; to be mindful of the challenges a friend might be facing or whatever else might be going on. This can help children and young people to build stronger friendships.

8 BE OPEN TO QUESTIONS

Talking to young people about their friendships, who they spend time with and who they interact with can open the door to questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.

9 UNDERSTAND BOUNDARIES

One of the keys to a healthy friendship is honouring boundaries. This can include anything from respecting personal space and belongings to acceptable language and behaviour. Understanding the importance of setting these limits and upholding those set by others can help children stay safe. If young people figure out their boundaries and feel comfortable enforcing them, they're more likely to call someone out if they go too far.

10 SPOT THE SIGNS

We can't always supervise young people: sometimes, we need to step back and give them some space. However, it's important to consider any indicators that they may be struggling in their friendships. Are they becoming increasingly irritable? Does their behaviour alter when they've been with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're finding things difficult, and we should remain alert to such changes.

Meet Our Expert

Becky Dawson is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.

