

St Martin's Newsletter



SUMMER TERM - Friday 12th July

Key Dates For Year 6

Some key dates for **Year 6** as follows:
15th – 17th July – Residential trip to Robinwood.
19th July – Leavers assembly at 9.10am.
22nd July – Leavers party 2-4pm.

England Final

We appreciate that some children may be staying up late on Sunday to watch the **Euro Final**. School will open at **normal time 8.40am**, however we want to encourage as many children as possible to still attend school so we are extending our registration closing time to **10am**. That means that as long as they arrive before 10am the children will not be marked late. Children in **Year 6** who are going to Robinwood need to come in at the arranged time or they will miss the coach!

★ 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 – Albie C

Year R – Ellenor MK

Year 1 – Kinglsey N & Gabby C

Year 2 – Benji C & Skyla-Marie J

Year 3 – Chimmy I & Fyona M

Year 4 – Athena B & Alizae A

Year 5 – Isobel W & Logan J

Year 6 – Phoebe-Rose M & Elliott C

Attendance

Amazing effort everyone this week whole school attendance is a fantastic **95%!!!! 😊**.

Key Dates

15th – 17th July – **Y6** residential to Robinwood
 16th July – **Y1** Stay and Pray 8.50am
 19th July – **Leavers assembly** 9.10am
 22nd July – Summer fayre and raffle
 23rd July – **Y2** Stay and Pray 8.50am
 24th July – Whole school **Leavers Mass** 10am
 24th July – End of term **School closes at 1.30pm**

Dojo Final Award

The children who have **above 550** or the most dojos in their class will be rewarded with a trip to the **cinema** on **Friday 19th July**. This will take place during school time.

Summer Fayre

We will be holding a summer fayre on **Monday 22nd July**. The children will have the chance to visit the fayre in the morning and **parents** are invited to join them at **1pm**. Thank you for all the bottles for the tombola, we are still looking for **donations** of old toys and books for stalls. Please send in any unwanted items.

Rainbow Hampers

Thank you for all the donations for our rainbow hampers. Tickets are available via the gateway app and **are 50p per ticket**.



Reading Books

Please can all parents/Carers send in **reading books** before **Friday 19th July**.

Attendance

Year R – 98% 4 Lates

Year 1 – 94% 7 Lates

Year 2 – 90%

Year 3 – 96% 6 Lates

Year 4 – 94%

Year 5 – 97% 9 Lates

Year 6 – 93%

4 Classes with less than 10 lates
Well done to year 5, 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 <https://www.paperturn-view.com/uk/wednesday-word/listening?pid=MTA101634&p=2&v=145.2>.

Stay And Pray

The **Year 1** children would like to invite you to join them on **Tuesday 16th July** at **8.50am** for their collective worship - this will last no longer than 10 minutes and would be a lovely way to start your day. We really hope you can make it.

This week's guide contains what parents need to know about school avoidance.

<<https://nationalcollege.com/guides/school-avoidance>> 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.

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

UNDERSTANDING SCHOOL AVOIDANCE

IMPACT OF 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.

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.

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.

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.

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 tummy aches, headaches, 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.

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 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.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

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 spent away from 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.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

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.



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