



# SOUTH WITHAM ACADEMY NEWS

Welcome to the first newsletter of term 4! We have had a really busy start in school and it has been great to see the children all refreshed and ready for their learning.

Whilst this is the shortest term of the school year, there is still lots going on so keep your eyes peeled for further information in the newsletter about meetings for the residential trips in Year 5 and 6.

We also have parents evening later in the term on 19th and 21st March and we look forward to being able to talk about your children with you. Please keep either day free and we will send information shortly of how to book an appointment with your child's teacher.

If you do need to speak to myself, or your child's class teacher before then, then please do get in touch.

Have a great weekend,



## UPCOMING DIARY DATES

- 7th Mar** - World Book Day
- 7th Mar** - Booknik in the hall at 2.30pm.
- 7th Mar** - 5/6 Dodgeball event
- 15th Mar** - Comic Relief
- 19th Mar** - Parents Evening
- 21st Mar** - Parents Evening
- 26th & 27th Mar** - Spotlight Performances
- 27th Mar** - Woodlands Easter Tea
- 24th - 26th April** - Y5 Residential to Kingswood Activity Centre

### Attendance Letters

Attendance letters should have come home with your child today. This is something that the DfE require us to do on a termly basis.

Please do not hesitate to let us know if there is any support or assistance that you may need during your child's time at school.

Working together, we can help them reach their full potential.

If you have any queries regarding the letter you have received, please come and find me or Mrs Caucutt

## HOUSE POINT TOTALS



BURGHLEY

8289

BELTON

6890

WOOLSTHORPE

7872



# Little Hedgehogs



This week in Little Hedgehogs we have been reading Jaspers beanstalk.

Jasper plants a bean in the ground but is not very patient waiting for it to grow and after a week digs it back up. He throws it behind him in the garden and after a long time it starts to grow into a big beanstalk. We have planted our own beans and sunflowers so will be watching them closely to see when they start to grow.

This term is jump into spring and we have been painting daffodil's, printing with vegetables and practicing our planting skills with different vegetables in the soil tray



# Woodlands



We have had a lovely first week back in Woodland class!

The children have been very creative this week, we started the week off by discussing our new project the children sounded so excited when sharing their ideas about what we could do to make our outdoor learning area better.

In art the children have been looking at Georgia O'Keeffe and her abstract art, they then had a go at recreating their own version. The artwork they produced was super we are so proud of them!

To end the week we looked at the Easter celebration in RE, we spoke about what happens during spring time and what the children might see and what they would give up for lent.



# Badgers

In Badgers class this week, year 5 have been learning how to multiply larger numbers together to find a product, whilst year 6 have started learning about algebra. In English we have completed our shared write to decide whether Henry VIII should have been allowed to marry six times. The children actually found that the argument against was more powerful. In Science, the children began work on electricity: conducting a circuit to light a bulb and experimenting what happens if the number of cells or bulbs changes. They learnt the relevant scientific symbols for components.



# Otters



Otters cannot believe how quickly this week has flown past! We have been busy as usual, completing our work about perimeter in maths, and starting our new writing genre, story settings. We can't wait to use amazing descriptive language!

In Science, we wrote up our egg investigation from last term, and in History, we learned about Queen Victoria's British Empire, and even did some map work to find all the countries she reigned over. In PSHE, we are starting to think about our community and what it means to be a part of a community. On Friday, we changed our library books again - always a highlight - and had fun reading our new ones!



# PRIDE OF SOUTH WITHAM



## Always Club

YAY!



## Readers of the Week!



# Attendance Superstars

this week goes to **BADGERS** with 98%!!

Attendance is something we celebrate each week in our Celebration Assembly on a Friday. We are required to collate and update the attendance figures for the local authority each week. Going forward we will be monitoring attendance closely to ensure that we are hitting the targets given to the school by the DFE.

## Young Carers

A young carer is someone under 18 who helps and supports a person due to disability, illness, mental ill-health or addiction. 1 in 12 children is likely to be a young carer at some point before they turn 18.

This help and support might include some extra chores at home, helping with brothers/sisters or keeping an eye on those around them to make sure they are ok. Young carers might help to support adults or siblings who have difficulties with their mental health by encouraging them and showing compassion and empathy. They may help someone with their medication or if someone needs help with getting washed or dressed.

In 2014 changes in the law meant that young carers have the right to an assessment of their needs – to make sure that caring is not making them feel upset, overwhelmed or that they have to miss school or social opportunities. Not all young carers will have support needs – and some families feel that an assessment is not needed and that's fine!

If you think that your child is a young carer for someone in your family, and you would like to, please let school know. We can then help with directing you to the Lincolnshire Young Carers Service, as well as supporting your child in school, should they need it.

## Trip meetings

We would like to invite Year 5 parents of the children attending the Kingswood trip in for a parent meet on **Monday 5th March at 2.45pm.**

We would also like to invite Year 6 parents in for a parent meet about the London residential, on **Monday 24th June at 2.45pm,**

We will aim to discuss the trip itself, the accommodation, food etc and address any queries you may have.

# World Book Day

## 7th March '24

We would like to celebrate World Book Day in School but do not wish to put any financial pressure on parents. As such, we would like to invite your children to take part in some or all of the following activity options.

1. Dress up for World Book day as your favourite character / school uniform if this option is not chosen
2. At home, make a hat that displays your favourite book
3. Bring in a decorated wooden spoon of your favourite book character

We look forward to celebrating World Book Day with you and finding out more about the lovely books your children enjoy reading.

We will award prizes for the best character spoon and book hat.

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During the afternoon, we would like to invite parents to another one of our popular BookNiks in the hall where you can enjoy reading with your children.

Please arrive for 2.30pm.

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# 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.



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