



St Augustine's Academy Newsletter

26th April 2024



Headteacher's Message

Dear Parents, Carers and Children,

It has been a very active week at St Augustine's with swimming lessons continuing to take place for all the children. In addition, our team of Year 5 and 6 girls represented the school at an inter-school football event and, even though they didn't win, they showed great determination and resilience throughout their games. The girls can be seen in the photograph below wearing our new competition kit. Don't they look smart!



Also, this week, our Reception class enjoyed a visit by Bedfordshire Police as part of their learning about how the police help us and safe strangers. They also learnt how to ask for help if they are lost.



Year 5 visited Hadrian Academy as part of the Linking Schools Network and Year 6 took part in 'Anxiety around SATs' workshops led by the Mental Health Support Team. Our new Magical Maths after school club began this week too. Professor Poopenshtinken was a hit with the children! We look forward to another busy, fun-filled week next week.

Best wishes, Amanda Howes - Headteacher

Vocabulary Velociraptors - Art

This week has been Art week in school and the children have learnt 12 words associated with colour.

They have also learnt about the job of a 'fine artist' which they could aspire to be one day.



Below, you can see Year 3 practising the vocabulary from this week's learning. Even by Wednesday, they knew most of the words and could talk about them with confidence.



In the picture below, you can see the colour-related words that we learnt in school. The children recapped on them every day to ensure they went into their long-term memory. Can you learn them too?

1 Colour wheel	2 Primary colours	3 Secondary colours	4 Tertiary colours
5 Warm colours	6 Cool colours	7 Neutral colours	8 Tints
9 Shades	10 Tones	11 Complementary colours	12 Harmonious/ Analogous colours

'Let your light shine before others that they may see your good deeds and glorify your Father in heaven.' Matthew 5:16

CONGRATULATIONS to the following children.

Our Stars of the Week are...

Year 1 – Leonardo
Year 2 – Chloe
Year 3 – Eldon
Year 4 – Riley
Year 5 – Brian
Year 6 – Nathan

Our 'SELF' Pupils of the Week for,
"What makes you want to stay in bed in the
morning?" are...

Year 1 – Leah
Year 2 – Josh
Year 3 – Reign
Year 4 – Stephen
Year 5 – Paisley
Year 6 – Mercy



Our Vocabulary Velociraptors are...

Year 1 – Uriel
Year 2 – Anaya
Year 3 – Johnny
Year 4 – Lillie
Year 5 – Zara
Year 6 – Melissa



Our Attendance Bear Winner this week is...



The House Point totals this week are...



To celebrate St George's Day, some of our pupils wore their Beavers and Cubs uniforms to school.

Parts of the Beaver and Cub promises relate to being helpful; this ties in well with the value of friendship that we are thinking about this half term. Revd. Ricky also led the school in a Collective Worship this week about friendship which helped us all to think about building each other up rather than knocking each other down. It is so important to think about the words we use and be kind.



Diary Dates

Mon. 22 nd April – Fri. 3 rd May	Swimming Pool at school
WB. 29 th Apr.	Vocabulary Velociraptor Art Week 2
Thu. 2 nd Apr.	9:00am - Mental Health Support Team Coffee Morning – Managing your child's anxiety
Fri. 3 rd Apr.	9:00am – SEND Coffee Morning
Mon. 6 th May	BANK HOLIDAY – Children not in school
WB. Mon. 6 th May	Vocabulary Velociraptors Maths Week
WB. 13 th May	Year 6 SATS Week
WB. 13 th May	Vocabulary Velociraptors Maths Week 2

Sometimes we have to change diary dates due to circumstances beyond our control. Please keep checking the school diary regularly for updates.



Year 5 enjoyed a fun-filled day at Hadrian Academy today. The children took part in a range of outdoor and indoor tasks, including collage and art work, PE and friendship building activities. We can't wait until we see them again at our Stockwood Park visit next week.



SEND "Quiet" Open Day

Dunstable Fire Station

10.30 am – 12:30 pm, Saturday 4 May

We have worked closely with [Bedfordshire Fire and Rescue Service](#) to deliver an EXCLUSIVE SEND only Family fire station open day where children and adults can come and check out the fire station where it is relaxed and quiet.

You're welcome
to attend our:



Bedfordshire
Fire & Rescue Service

SEND 'Quiet' OPEN DAY

Saturday 4 May 10:30 – 12:30
Dunstable Fire Station



At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit nationalonlinecollege.com for further guides, hints and tips for adults.

SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to the war in Ukraine and the conflict in Israel, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.

RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.

KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.

EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.

MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.

CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process; adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.

SET LIMITS

Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.

TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once; instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.

ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.

FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.

BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.

IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are, it is essential that children understand that they're not alone, and that help is available if and when they need it.

Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



Sources: <https://www.bbc.com/news/health-55107006> | <https://www.theguardian.com/supporting-your-child-with-upsetting-content/> | <https://www.nationalonlinecollege.com/how-to-support-your-child-with-upsetting-content-and-noa/> | <https://www.bbc.com/news/health-55107006>

[@natonlinesafety](https://twitter.com/natonlinesafety)

[/NationalOnlineSafety](https://facebook.com/NationalOnlineSafety)

[@nationalonlinesafety](https://instagram.com/nationalonlinesafety)

[@national_online_safety](https://tiktok.com/@national_online_safety)

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 11.10.2023

NOS National Online Safety®
#WakeUpWednesday

Workshop for Parents and Carers hosted by CBC SENDIASS

Drafting and Finalising Workshop

Dates:

- Monday 29 April 2024, 18:30 - 20:30
- Tuesday 30 April 2024, 10:00 - 12:00



- Have the LA agreed to issue an Education, Health and Care Plan for your CYP?
- Are you unsure about what happens next?
- Do you want to know more about what their EHC Plan should contain?
- Are you confused about what makes a good EHC plan?
- Do you want to know how involved in the process you and your CYP should be?

If the answer is yes to one or more of the above sign up to our FREE information and advice session via MS Teams. It is for parent carers with a child or young person who has been issued an EHC Plan but who want to know more about the drafting and finalising process and will explore:

- What happens after the LA agree to issue an EHCP
- What a draft EHCP looks like and what it should include
- Outcomes, Provision, Personal Budgets and Co-Production
- Choosing or naming a school or setting, EOTIS and Post 16 Education
- What to do if you are not happy with the finalised EHCP

To book a place call 0300 300 8088 or email emma.jenkins@centralbedfordshire.gov.uk stating which date you wish to attend.



Want to feel more confident raising your sons?...

... then sign up for our

“Raising Boys” webinar

This 45-minute online session will help you to gain more understanding of violence against women and girls (VAWG), the challenges boys might face around this and develop your confidence to discuss the topic with them

Thursday 9th May at 9.30am

Monday 10th June at 9.30am

Saturday 22nd June at 10am

Tuesday 16th July at 1pm

Specifically aimed at parents with the purpose of:

- Understanding male roles and new challenges
- Providing a space and platform for discussion
- Understanding the pressures that boys & men face
- Learning how we can change our narrative to help

To reserve your place and register for the Zoom link, email:

jo@lawc.org.uk

This webinar is fully funded by the Home Office in conjunction with Bedfordshire Police as part of the Safer Streets 5 initiative



Want to feel more confident raising your daughters?

... then sign up for our

“Raising Girls” webinar

This 45-minute online session will help you to gain more understanding of violence against women and girls (VAWG), the challenges girls might face around this and develop your confidence to discuss the topic with them

Friday 17th May at 1pm

Saturday 15th June at 10am

Wednesday 19th June at 1pm

Monday 8th July at 9.30am

Specifically aimed at parents with the purpose of:

- Understanding female roles and new challenges
- Providing a space and platform for discussion
- Understanding the pressures that girls and women face
- Learning how we can change our narrative to help

To reserve your place and register for the Zoom link, email:

jo@lawc.org.uk

This webinar is fully funded by the Home Office in conjunction with Bedfordshire Police as part of the Safer Streets 5 initiative.