



Comber Grove Primary School Weekly Newsletter Summer Term 1

Friday, 17th May 2024



A message from our Headteacher

WELL DONE to all our Year 6 children for remaining so positive and doing their best during SATS week.



Key Dates:

22/05/2024

Year 4 trip to Kew Gardens

23/05/2024:

**School Disco (4 – 6pm),
£3 per child**

24/05/2024

Year 3 trip to Horniman
Museum

24/05/2024

End of Summer Term 1

03/06/2024

INSET DAY

(School closed to pupils)

04/06/2024

Beginning of
Summer Term 2

04/06/2024

GB Resources Committee
Meeting

10/06/2024

School Offer day

10th to 14th June 2024
KS1 PHONICS

12/06/2024

Year 4 MTC

25/06/2024

Full Governing Body
Meeting

01/07/2024

Sports Day

Thank you to Miss Saunders, Miss Annette, Miss Paula, Mr Symmons, Miss Fielding and Miss Debbie for supporting and keeping the children calm during SATS this week.

SCHOOL AVOIDANCE

School avoidance is a sharply increasing phenomenon, with tangible negative effects on children's wellbeing and education. The factors that come together to make a child consciously avoid seeing their classmates and teachers can be much more complicated than is often assumed.

A careful, mindful approach from parents, carers and educators is required to help children return to an environment that may be causing them intense anxiety.

See the attached guide which aims to help us understand the issue of school avoidance – not only its potential roots and ramifications, but also what you can do to help children and young people navigate these obstacles and continue their education.

Community

Pride

Empathy

Happiness

Individuality

Creativity



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End of SATS Breakfast for ALL year 6 pupils.

Children and Staff were treated to a freshly cooked **English Breakfast** (scrambled eggs, halal sausage, baked beans, toast and fruit juice) on Thursday morning before their final Maths SATS.



Thank you for your ongoing support.

Enjoy your Weekend and see you all on Monday!

Lorram Black and Staff of Comber Grove Primary School

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ATTENDANCE MATTERS!!!



ATTENDANCE MATTERS

every student, every day

Attendance Winners

School Target: 95.6%

This week's attendance: 92.5%

| Group | Present | Comment: |
|------------------------------|---------|------------------------------|
| Nursery David Bowie | 87.5% | Cause for Concern! |
| Reception Aderin-Pocock | 95% | Requires improvement! |
| Year 1 Benjamin Zephaniah | 89.3% | Cause for Concern! |
| Year 2 David Attenborough | 92.5% | Excellent! Well Done! |
| Year 3 Mo Farah | 96.1% | Requires improvement! |
| Year 4 Marcus Rashford | 93.4% | Requires improvement! |
| Year 5 Mae Jemison | 89.6% | Cause for Concern! |
| Year 6 Olive Morris | 94.7% | Requires improvement! |

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| Child's name | Age | Class |
|--------------|-----|--------------------|
| Issiah | 5 | Aderin-Pocock |
| Adama | 7 | David Attenborough |
| Aliyah | 8 | Mo Farah |
| Amir | 8 | Mo Farah |
| Khalid | 11 | Olive Morris |



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**Parent/ Carer
Information and Support**

Disco

Thursday, 23rd May 2024, (4 – 6pm)



£3 per ticket includes:

Hot dog (Halal), Squash and popcorn

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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**

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

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 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.

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.

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.

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.

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.



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

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