



Roe Green Infant School

NEWSLETTER

Friday 17th May 2024

PROUD TO BE, PROUD TO BELONG

This week

Hedgehog class have **100%** attendance this is a brilliant achievement. Well done!



Paddington bear will stay in Hedgehog class. Keep up the good work Hedgehog class!
You are super stars!

Reception:

This week in Reception we were very lucky to have Zoo Lab come in and the children got to see and feel some of the amazing creatures that came. In maths we have been looking at halving shapes and numbers and share different amounts equally.

YEAR 1:

In Maths we have been learning about capacity. Click on the link below to learn more!

<https://www.bbc.co.uk/bitesize/topics/zt9k7ty/articles/zp8crdm>

In Science we have been describing the properties of ice and comparing it to water. Can you try and make an ice balloon at home and talk about how it feels?

YEAR 2:

We have been writing a letter of complaint about Mr & Mrs Twit, who have proven to be very difficult neighbours to live next door to.

We have also been learning to use directional and positional language and mapping out routes from one position to another.

Celebrating our Achievements

Pupil of the Week

Year 2

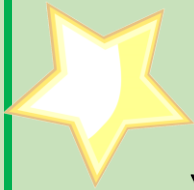
Fox Class – Elisa
Squirrel Class – Aryana
Badger Class – Amaanah
Hedgehog Class – Theo

Year 1

Eagle Class -Emily
Owl Class -Farah
Stag Class -Mays
Rabbit Class – Lucas

Reception

Blue Jays - Siya
Red Robins -Maya
Green Parrots - Daniyal
Yellow Canaries -Jiyansh



Positive Attitude

Year 2

Fox Class – Natalia
Squirrel Class –Salma
Badger Class – Aadam
Hedgehog Class – Colette

Year 1

Eagle Class – Elena
Owl Class – Leonardo
Stag Class –Achim
Rabbit Class – Arti

Reception

Blue Jays -Gabriel
Red Robins - hanna
Green Parrots – Isla
Yellow Canaries - Ruth



PE Award

Year 2

Fox Class – Samuel
Squirrel class - Dia
Badger Class – David
Hedgehog Class – Siya

Year 1

Eagle Class – Ediz
Owl - Sarhay
Stag Class – Devon
Rabbit Class – Mishka

Reception

Blue jays – Elizabeth
Red Robins – Ruhan
Green Parrots –Emaan
Yellow Canaries -Amirah, Shivansh



Handwriting Award

Year 2

Fox Class – Aaminah
Squirrel Class – Daria
Badger Class – Adam Khan
Hedgehog Class – Eric

Year 1

Eagle Class – Ana
Owl Class – Yashree
Stag Class - Yannis
Rabbit Class – Simon

Reception

Blue jays –
Red Robins –
Green Parrots -
Yellow Canaries –

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

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.

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.

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.

IMPACT OF SCHOOL AVOIDANCE

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.

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.

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.

School Website

Please visit the school website and open pages on how to keep your child's digital footprint safe online at www.rgreeninf.brent.sch.uk. Visit parent info, NSPCC and Child net.

Thank you for making your children walk alongside their scooters and bicycles in the playground.

**That's all from me for this week.
Have a safe and relaxing weekend!**



This will be a weekly
newsletter, sent to you via SchoolPing and it will also
be on the school website -
www.rgreeninf.brent.sch.uk

Mrs Aziz – Assistant Head