

Sandford Hill Primary Newsletter



Week 32 - Fri 22nd May '20

Clayfield Grove, Longton, ST3 5AQ ☎ 01782 235518 /235781, office@sandfordhill.org.uk www.sandfordhill.org.uk

STOP PRESS: For sending in children's work/photos /videos, please use childrenswork@sandfordhill.org.uk (rather than office@)

Happy Half Term

One of the themes this term for our assemblies would have been Resilience and whilst we may not have been in a position to teach it as explicitly as we might have done, we have certainly all had to show tremendous resilience during these current times.

The staff have been super impressed by all the children that have managed to continue their school work, their baking, their craft activities, their exercise and dance activities and so much more, during this last half term. Thank you to all the children, and of course their parents and other carers, that have worked so hard to ensure that we all get through these difficult times safely.

As we come to the end of this phase of school life and are now planning for a partial re-opening, I would also like to thank all the staff for their support, commitment and flexibility over the last half term. This has probably been the most stressful time of my teaching career and that of my senior leaders. We have worked hard to make safe and practical arrangements for moving forward and to communicate them to all, so thank you for your patience, understanding and support.

To those children that are returning after half term, we look forward to welcoming you back to what will be a very different school experience. To those not returning we will look forward to regular communication and to seeing you in the not too distant future. The school is closed to all children next week, so can I wish you all an enjoyable half term and let's hope the sun continues to shine!

Ready for Re-Opening on June 1st

Whilst we will not receive final confirmation about the school re-opening until the Prime Minister's briefing on Friday 29th May, we have been busy preparing all the health and safety measures as per our Covid 19 school risk assessment. This includes removing and spacing out the limited number of tables per classroom to ensure social distancing, shown in the photo below. Further details of the measures we are putting in place were sent out in the ParentMail on Wednesday. This went out as information for all parents, but is particularly important for those parents/carers whose children are returning after half term.



Keeping Mentally Healthy

At the end of Mental Health week, we wanted to share a further resource for parent/carers. It can sometimes be hard to talk to children about this matter, to the point that we can put off raising the subject. This can be due to not wanting to unearth problems or raise overwhelming subjects that we might think our child is not quite ready for. In response to this, National Online safety have created the guide (see next page), to help us to talk to our children confidently about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.

We can all struggle with coping in these difficult times and talking about it is really important to acknowledge the issues and to help us feel that we are not alone with our worries.

Also see the [Younger Minds website](http://www.youngerminds.org.uk) for further support.



Health and Wellbeing

Hand Washing

As we all recognise the importance of effective personal hygiene, we would encourage everyone to spend time reminding their children the correct way to wash their hands. Alongside this, it can be useful to talk to children about the different surfaces that are likely to contain a high number of germs, such as door handles and hand-held devices.

DO

- ✓ wash your hands with soap and water often – do this for at least 20 seconds
- ✓ always wash your hands when you get home or into work
- ✓ use hand sanitiser gel if soap and water are not available
- ✓ cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze
- ✓ put used tissues in the bin straight away and wash your hands afterwards
- ✓ try to avoid close contact with people who are unwell

DON'T

- ✗ do not touch your eyes, nose or mouth if your hands are not clean

For more information and for resources to support this, please visit the following link:

<https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your->



Accelerated Reader

Well done to the 36 children in Key Stage 2 who have quizzed on Accelerated Reader over the last two weeks. The table below shows the amount of words each child has read since 9th May. A reminder that children can quiz from home using the [Accelerated Reader link](https://www.sandfordhill.org.uk) on our school website. Please contact office@sandfordhill.org.uk if your child has forgotten their username or password.



Name	Class	Words read	Name	Class	Words read	Name	Class	Words read
Ella B	Y3/1	3,020	Ava T	Y4/1	39,847	Ryan C	Y5/2	24,099
Bethan B	Y3/1	6,756	Patryk W	Y4/1	60,432	Lily D	Y5/2	18,979
Lucas C	Y3/1	86,456	Jordell A	Y4/2	30,024	Finley J	Y5/2	245,510
Alfie G	Y3/1	2,647	Oliver C	Y4/2	23,889	Annabelle S	Y5/2	46,084
Skyler T	Y3/1	33,915	Harry D	Y4/2	112,001	Jasmine C	Y6/1	265,496
Dominik W	Y3/1	5,496	Noah F	Y4/2	77,325	Summer W	Y6/1	40,405
Isabelle J	Y3/2	96,562	Brooke M	Y4/2	176,418	Tianna B	Y6/2	31,202
Oscar S	Y3/2	12,172	Aston M	Y4/2	50,553	Mya F	Y6/2	109,840
Joshua V	Y3/2	8,643	Evie-Rose M	Y4/2	42,310	Ruhi J	Y6/2	43,729
Isla S	Y4/1	12,562	Skye S	Y4/2	63,792	Gabrielle M	Y6/2	33,779
Jamie T	Y4/1	10,132	Isobel S	Y4/2	36,609	Amelia O	Y6/2	70,093
			Sian S	Y4/2	117,345	Jimmy R	Y6/2	46,302
			Isabelle Y	Y4/2	54,273	Samuela T	Y6/2	15,616

Dinners for children

Parents/carers with children due to start back at school on 1st June will have received a ParentMail asking if their child is likely to want a hot meal for their lunch. With our newly opened kitchen the meals will be made on site, but no alternatives will be available.

Please would those parents/carers therefore please check the menu for each day with their child first and then indicate on the form to order a meal for whichever days required.

As usual, meals for Reception, Year 1 and 2 children and those on FSM are free. Those that normally pay will be charged for any meals they order on the form.

FSM codes for non-attendees will be distributed as usual via ParentMail.

Please note all meals can be served in disposable containers or packaging. This is a temporary measure to allow for flexible dining arrangements within school while social distancing is in place.

*Menu may be subject to change due to availability of products from suppliers

Monday	Tuesday	Wednesday	Thursday	Friday
Pizza Slice	Chicken Burger or Veggie Option	Filled Jacket Potato With cheese and/or beans	Roast Chicken Fillet or Veggie Sausage and Gravy	Battered Fish Fillet
Potato Wedges	Pomme Potatoes		Roast Potatoes	Chips
Sweetcorn	Baked Beans	Veggie Nibbles	Carrots and Broccoli	Garden Peas
Ice Sponge Cake	Cookie or Biscuit	Fruit Box and Mini Cookie	Cookie or Biscuit	Double Choc Chip Muffin
Drink	Drink	Drink	Drink	Drink

Times Tables Rockstars

Class	Award Winner	Miss Harrison (Maths Leader) has been looking through the Times Tables Rockstars information and would like to celebrate the children below.....
Y1/1	Theo C	for working hard every day to earn an Unsigned Act Rock Star Status.
Y1/2	Jenson W	for regularly practising his 10 and 2 times tables, improving his speed to 4.27 seconds.
Y2/1	Callum C	for practising his times tables an amazing 42 times in the garage this week!
Y2/2	Oliver H	for continuing to practise his times tables in the garage with 94% accuracy.
Y3/1	Alfie G	for practising his 3, 4 and 8 times tables in the Garage with 97% accuracy.
Y3/2	Isabella J	for practising in the Garage 21 times, achieving an average time of just 1 second.
Y4/1	Isla S	for practising her times tables consistently every week.
Y4/2	Blake W	for working hard to become a Rock Star with a time of 2.87 seconds.
Y5/1	Kai A	for practising his times tables each day, improving his time to 1.82 seconds.
Y5/2	Ryan H	for practising all of his times tables in the Studio an impressive 75 times this week.
Y6/1	George H	for practising his times tables at home, earning himself 7149 coins.
Y6/2	Mya F	for working hard to learn her times tables in the Studio with 97% accuracy.



Home School Support

Whilst our school is closed our Home School Link Worker, Mrs Brennan, has continued to support our families. She may not always have the solution, but she can help to point you in the right direction to a service that can help, offering you confidential support whilst you manage the situation affecting your family. If you require her help, Mrs Brennan can be contacted on 07947104540. PLEASE NOTE: During half term Mrs Brennan will only be available for really serious and urgent emergencies.

SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.



1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

2 ASK TWICE

The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.

3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.

4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss: 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.

6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... Is that how you are feeling or are you feeling something else?'

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.

8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.

9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.

10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



Sources of Information and Support

Your GP
 Young Minds <https://youngminds.org.uk/v>
<https://www.nhs.uk/conditions/stress-anxiety-depression/>
<https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>
<https://www.themix.org.uk/mental-health>