



Dear Parents/Guardians

I hope everyone is keeping well in these strange times. I am pleased to report this has been another fantastic week in school. The great start our pupils made to the year has continued with them working hard and adapting to our new routines with a maturity which exceeds their years.

Can I remind pupils to bring a water bottle to school with them everyday. We all know how important it is to keep hydrated and water is available in school, but pupils must have their own water bottle to fill; we can not give pupils plastic cups at this time. I would ask for your support in checking your child attends school every day with their 'Essential 8' and a water bottle.

Mrs Amanda Ryan, Principal

SMSC (Spiritual, Moral, Social & Cultural) Corner

Theme: European Day of Languages

SMSC Focus: Social, cultural

This week's assembly:

Celebrating all that learning new languages can bring, and has brought to us.

Thought for the Week:

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." **Nelson Mandela**

WHAT TO DO IF...

Guidance for parents and carers

if your child or another household member has COVID-19 symptoms or their child has been in contact with a confirmed case.

Government guidance is subject to change at short notice - if in doubt refer to official websites shown below.



YOUR CHILD HAS SYMPTOMS OF CORONAVIRUS

If your child has coronavirus symptoms:

- a high temperature
- a new, continuous cough
- a loss of, or change to, your sense of smell or taste

DO NOT send your child to school

Inform School ASAP

Get a test now

www.gov.uk/get-coronavirus-test or phone NHS 119

Tell school what the test result is as soon as you know.

Follow 'stay at home: guidance for households with possible or confirmed coronavirus infection' www.bit.ly/stayathomeguidance

www.gov.uk/get-coronavirus-test

SOMEONE ELSE IN YOUR HOUSEHOLD HAS SYMPTOMS

If someone in your household develops symptoms, they get a test. Other members of their household self-isolate for 14 days from when the symptomatic person first had symptoms.

DO NOT send your child to school

Inform School ASAP

If the test is negative;

Negative Test Result

- the person with symptoms can stop self-isolating, but may have another illness
- other members of the household can stop self-isolating, so your child can return to school.

If the test is positive;

Positive Test Result

- the person with symptoms self-isolates for at least 10 days from symptom onset and follows 'stay at home guidance'
- other members of the household continue self-isolating for the full 14 days

DO NOT send your child to school

www.bit.ly/stayathomeguidance

YOUR CHILD HAS BEEN IN CONTACT WITH A CONFIRMED CASE OUTSIDE SCHOOL

Contacts who need to self-isolate will be notified and advised by the NHS Test and Trace service. Children under 18 will be contacted by phone wherever possible and asked for their parent or guardian's permission to continue the call. If you or your child have not been notified, your child does not need to self-isolate. If your child's contact is waiting for a test result, you do not need to self-isolate.

If your child has been informed that they are a contact of a person who has had a positive test result for COVID-19;

DO NOT send your child to school

Inform School ASAP

- your child must self-isolate at home for 14 days from the date of their last contact with the person who tested positive.
- follow the 'stay at home' guidance
- Your child is at risk of developing COVID-19 for the next 14 days.
- Even if your child never develop symptoms, they can still be infected and pass the virus on without knowing it.
- You should not arrange a test for your child unless they develop symptoms of COVID-19.
- If your child does not have symptoms of COVID-19, other people in your household do not need to self-isolate.

www.bit.ly/guidanceforcontacts



Please see this useful Parent Guide to Coping with Anxiety...

Anxiety can be defined as feeling nervous, or worried, often due to fearful thoughts about a possible future event. Our brain acts fast to keep us safe, but sometimes it sets off a false alarm by reacting to situations that are not dangerous.

Watch this video for more information: https://www.youtube.com/watch?v=FfSbWc3O_5M

Everyone has anxiety at some point this is 'ordinary' anxiety and it is a feeling that comes and goes, but does not interfere with your everyday life. But if you have an anxiety disorder these feelings of fear and being hyperalert can be ongoing and interrupt your day to day life.

Remember...

- Normalise it—everyone can feel anxious or worried—first day of new school, job interview, meeting new people etc
- Stay calm and supportive— Try not to get pulled into their emotions, stay rational and practical.
- Resist the urge to reassure—excessive reassurance can support the anxiety (not your child), this can then become an unhealthy coping strategy for your child.
- Anxiety is different for everyone—what works for you or someone else may not help them.

Healthy ways to help anxiety

Create a Worry box or Worry Jar—Encourage your child to write down their worries and put them in the jar/box instead of talking about them all of the time. This works in lots of ways; it delays the worry, it stops them seeking out constant reassurance and it gives the worry less power. Arrange a worry time when you empty the jar/box together and go through the worries, talk through them in a curious and rational way (*I wonder why you have written that worry as it has never happened before*). Worries that they are no longer concerned about can go in the bin. With the other worries try and challenge them in a supportive way. (Ask questions like how likely they think it is to happen/if the worry did happen how would they cope).

Sorting them out or letting them go—Some worries we can problem solve and try to sort out, other worries there is nothing we can do about them; encourage your child to start recognising the difference. Asking if the worry is a current problem or is it a hypothetical situation (a 'what if' worry) may help. If it is a current worry problem solve the worry by asking What? When? And How? Formulate a plan together. If the worry is a hypothetical worry (what if) start encouraging your child to let the worry go and change their focus to something else.

Mindfulness—Anxiety does not exist in the present moment—we either worry about something that has happened or something that is going to happen. Therefore, practicing mindfulness and making it part of your daily routine can really help reduce anxious thoughts.

Mrs Cross

Helpful websites:

<https://youngminds.org.uk/>

<https://mindedforfamilies.org.uk/young-people>

<https://www.anxietyuk.org.uk/>

<https://parents.actionforchildren.org.uk/chat/>

Helpful Apps:

Sam— App to help understand and manage anxiety

Smiling Minds— meditation and mindfulness app

Worriots—helps younger children manage anxiety

Think ninja— App aimed at 11-17 year olds

Recommended storybooks:

Hey Warrior—Karen Young

[Wilma Jean the Worry Machine](#)—Julia Cook

Scaredy Squirrel—Melanie Watt

Recommended workbooks:

What to Do When You Worry Too Much— Dawn Huebner

Outsmarting Worry: An Older Kid's Guide to Managing Anxiety—Dawn Huebner