

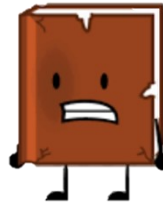


Article 18: Responsibility of parents

Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.

Lost and Damaged School Resources

We closely monitor all School books which are sent home. Classroom resources are costly and we expect children to take care of these resources. Where school resources have become damaged due to improper care or lost and not returned, we will be issuing letters requesting payment to replace the damaged or lost items. This includes damaged or lost home reading record books. Please could you ensure children look after any resources that are sent home and they are brought into school every day in their book bags. If needed, we sell book bags in the office priced at £5 for the navy logo ones and £1 for the plastic ones.



It is impossible to serve God
without serving one another.

Alistair Begg

Attendance

Attendance for all classes should be greater than 97%. Which classes can get higher than the target!



EYFS - 83%
Year 1 - 93%
Year 2 - 97%
Year 3 - 93%
Year 4 - 95%
Year 5 - 96%
Year 6 - 93%

Punctuality

Punctuality is also very important. Below you can see how many children have been late in each class this week.



EYFS - 14
Year 1 - 10
Year 2 - 14
Year 3 - 6
Year 4 - 17
Year 5 - 12
Year 6 - 5



It is important to say the words while doing the sign.



Love



Laugh



Patient



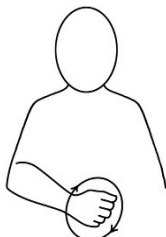
Worried



Happy



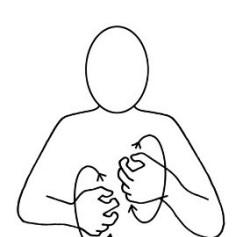
Sad



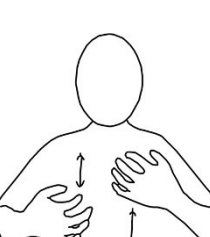
Hungry



Frightened



Angry



Excited



The Anchor News

Serving the local community in the name of Christ since 1859

27th January 2023

#LearningforLifeAnchoredInChrist

Our values focus this half term

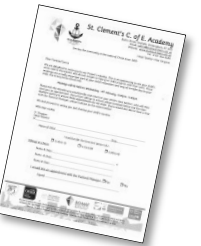
Service



Upcoming Diary Date

Parent's Evening
Wednesday 15th February
3:45pm - 5:45pm.

Please look out for letters
with more information sent home
today with the newsletter.



PLEASE NOTE

We all look forward to 'fun Friday' where children can bring their own snacks in for breaktime.

However, lately there has been an increase in sharing bags, giant size chocolate or 2 and 3 snacks coming in with some children.

Please talk to children about an appropriate size snack.

We will be limiting the amount of snack the children can eat in school if they bring in big sharing bags etc.

Remind children about the school tuck shop available at breaktime on a Friday with snack sized treats.

Please also remember, we are a nut-free school so we will not allow products with nuts in school.

Chewing gum is also unacceptable.

Hi,

As many of you will know, I am Miss Akers. I am the Pastoral Manager at St. Clement's Academy. I deal with many aspects of school including, Family Support, behaviour, safeguarding and PSHE.

One of the topics I am very passionate about is Mental Health and wellbeing. At the end of this half term, we will be having 'Mental Health Awareness Day'. Helping children and families to access support and give them coping strategies to support their mental wellbeing. In January, we hear how many people start the gym to 'get fit', 'lose weight' and 'feel healthier'. Do not forget your mental health is as important as your physical health. Exercise is great to help release chemicals in your brain that make you feel good and raise self-esteem, but also take time to stop, relax, spend time with others and get out into nature.

If you are concerned regarding your mental health, the health of your child or someone you know then please come into school where help can be offered from one of our Mental Health First Aid Team, the members of which can be seen below.

"But if the storms don't cease, and if the wind keeps blowing, my soul has been anchored in the Lord."

Miss Akers - Pastoral Manager

Mental Health First Aid Team



From left to right:

Miss Akers (Youth, Adult and Trauma),
Mrs Nizamis & Mrs Price (Youth and Adult),
Miss Peedell (Youth)



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Head Teacher: Miss Shryane
Deputy Head Teacher: Mrs Nizamis
Assistant Head Teacher: Mrs Fox



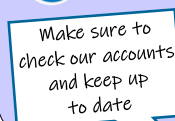
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Safeguarding: Positive Parenting



Rewards and Discipline

Different parents will have different views about the best ways to encourage children to adapt their behaviour. While some younger children may respond well to incentives like reward charts, and some older children may respond to the offer of being allowed to stay out a bit later or play longer on a game, other children won't.

Helpful Points

- * Praise children whenever possible for all they do.
- * Reward positive behaviour and consider asking what a good reward would be.
- * Avoid making rash decisions when you're angry. Talk to your child about the rewards and consequences of their behaviour, and do it before rather than after.
- * Take time to really listen to what your children are saying and explain to them what you are feeling.
- * Be a role model and don't do things that you wouldn't want your children to do.

SMACKING IS NEVER A GOOD IDEA

Ideas on bringing up children have changed, and we now know a lot more about the effects of smacking. Smacking can hurt children's feelings – making them resentful and angry, and damaging the relationship between parent and child. This makes parenting and discipline harder in the long run, not easier. Smacking can get out of control. This also comes back to being a role model. If you smack your child, they may think this is acceptable behaviour and treat other people in the same way. Children may avoid being smacked by lying or hiding how they feel.

Finding the right balance of rewards and discipline is a key part of positive parenting.

For more information on positive parenting, you can visit the NSPCC Website – information for parents. If you would like to speak to someone at the academy, please arrange an appointment with Miss Akers.

PARENT WARNING - Who and What is 'Huggy Wuggy'

Poppy Playtime is a PC horror game that involves an unnamed protagonist investigating a mystery in an abandoned toy factory. As the player, you roam around the factory and collect VHS tapes to solve the mystery of what happened. You must solve puzzles while trying to survive the "vengeful toys" left behind.

"Huggy Wuggy" is one of the game's most popular – and visually disturbing – characters. It's a giant, horrifying blue creature with bulging eyes, wide red lips, and long limbs who actively follows you around as you try to complete the game. He appears in the dark unexpectedly to try and catch you. If you get caught, Huggy Wuggy bears his wide and sinister grin and eats you.

Although Poppy Playtime was released last year, there has been a recent surge in the creation of Huggy Wuggy-related content, alongside reported playground-style challenges based on the character. The Dorset Police Cyber Protection Officer has recently released a statement, warning parents that children may be viewing graphic fan-made videos that are popping up on platforms such as YouTube and TikTok. Some created videos feature songs alongside animation, designed to be upsetting and 'creepy'. Others feature jump-scare animations. The videos appear across several popular platforms, in particular on TikTok and YouTube. The hashtag 'huggywuggy' has over 2.9B views on TikTok. Police have also reported that some schools have seen children recreating scenes in the playground, hugging and whispering "nasty things" in the recipient's ear.

We are asking parents to not let their children access this material online. We have had incidents this week of children being aggressive whilst recreating actions of 'Huggy Wuggy'. As parents you are responsible for monitoring what your children access online and for implementing blocks and parental controls.

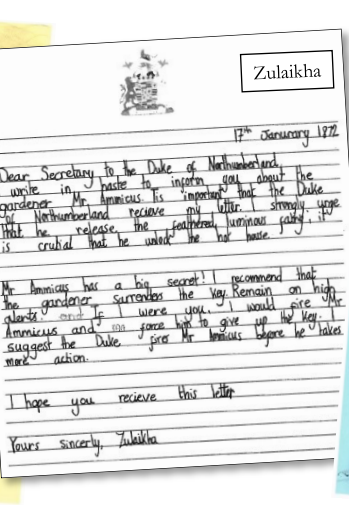
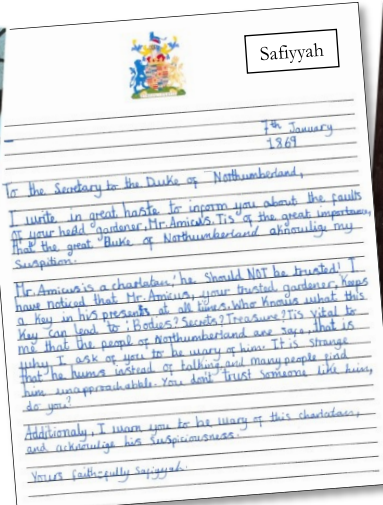
If you would like any further advice on this, please see a member of school staff.

Coffee Morning

Friday 3rd February 9am

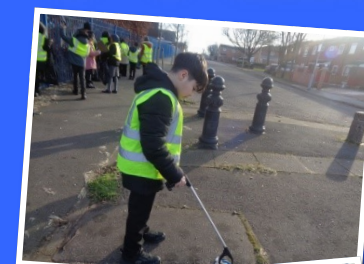
On Friday 3rd February, we will be welcoming Catherine Mohan from the Communication Autism Team to our coffee morning. If you would like to learn more about Autism and support that can be offered, then please come along. All families welcome. For more information regarding this, please see our school SENDCo Mrs Price.

The Wind in the Wall - Y6 Work



Year 6 have been studying 'The Wind in the Walls', a gothic picture book set in the hothouses of a stately home in Victorian England. We used figurative language to write a description of the setting before using charcoal, ink and white oil pastels to illustrate it. The finished pieces capture the ghostly setting of the story and helped us then write our own gothic tales of terror. We spent time using formal language to write letters to the Duke of Northumberland to inform him of the suspicious behaviour of Mr Ammicus.

Y4 Litter Pick



"On Monday morning, our class went around the block litter picking. We looked for different types of litter, including paper and plastic."

I was surprised by the amount of litter I saw! We picked up the litter with our litter pickers and collected it in bags to go in the bin.

We recorded the amounts of litter on a bar chart. The type of litter we found the most was plastic."

By Mussie - Year 4

