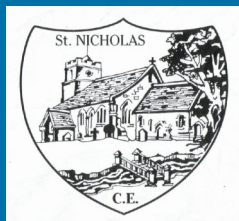


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# Longparish CE Primary School Newsletter

'To do all things through Christ who strengthens us' (Phil 4/13)

## Friday 01 March 2024

Attendance for the  
year to date: 96.6%

Attendance for the  
week: 97.8%

Dear Parents and Carers

Another great week in school. Robins went on their first class trip to Finkley Down. Kingfishers are rehearsing away for their play in a couple of weeks time and Year 6 are doing a great job revising and preparing for their SATs tests, that are fast approaching. There was much excitement this morning as they found out their Secondary School places.

See below for news on cake sales and World Book day. Lots to look forward to next week!

Have a lovely weekend

Mr Ward and the team

### CAKE/TRAYBAKE/BISCUIT SALE

Robin class are the first to host a class cake sale this term. Thank you to all parents in Robins who will be supporting us and baking with their child this weekend. After school on Monday cakes will be available to buy—cash or card.

We are also very grateful to The Plough Pub who have agreed to also bake and provide us with some of their cakes too. They will donate cakes to every class sale this term.



### WORLD BOOK DAY

Children are invited to come dressed either as their favourite book character or come in comfy clothes/pyjamas. As always, please ensure your child is comfortable and it is appropriate for inside and outside. Alongside this, we also invite each child to bring in a small blanket with them for them to curl up with and enjoy a book. Please do label these blankets clearly.

Alongside this, FOLS are running a book giveaway during the day, with additional books being sold after school.

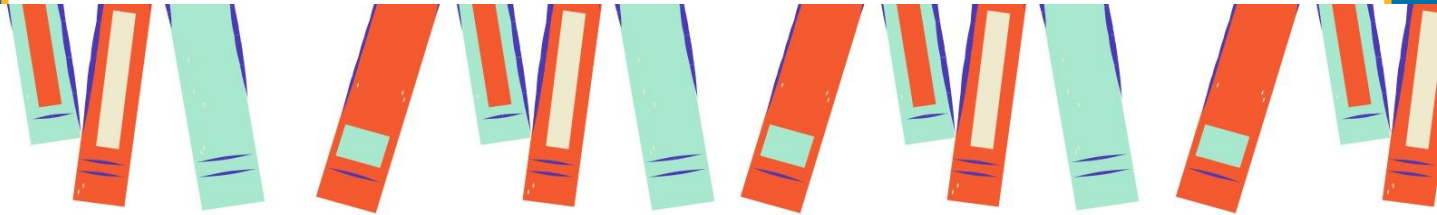
If you have any children's books that have been read at home and that you would like to donate to the cause, please do bring them into school from Wednesday. Many thanks.



Excellence

Friendship

Respect



# BOOK SALE

**Celebrating World Book Day  
Thursday 7th March**

**Every child will receive a free book!**

**Additional books for sale after school.**

Please bring donations of children's books after school on  
Wednesday 6th or before school on Thursday 7th March.

Raising money for Friends of Longparish School

Registered Charity No 1001539





**Class**  
**Learn-**  
**ing this**  
**week**  
**Robin**  
**Class**







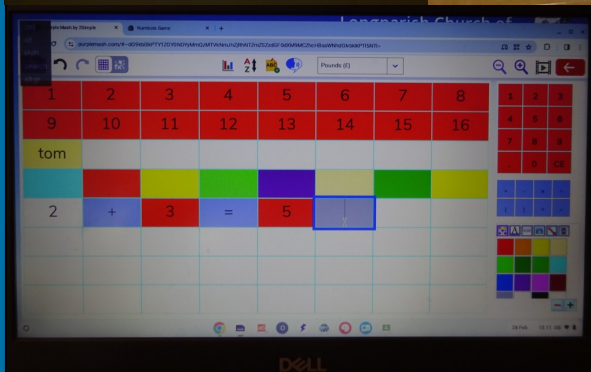
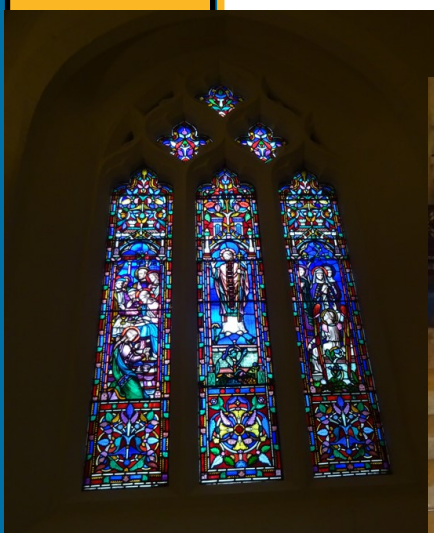


**Class  
Learning  
this week  
Heron  
Class**

This week Herons have enjoyed lots of different learning opportunities across the curriculum. In maths we have been extending our understanding of measuring height and length by comparing and ordering and solving problems including adding and taking away different measurements (Year 2).

We have been learning to retell our focus story, 'Little Red Riding Hood' by using pictures and symbols alongside a storyboard as we gain in our ability and confidence to verbally retell to others.

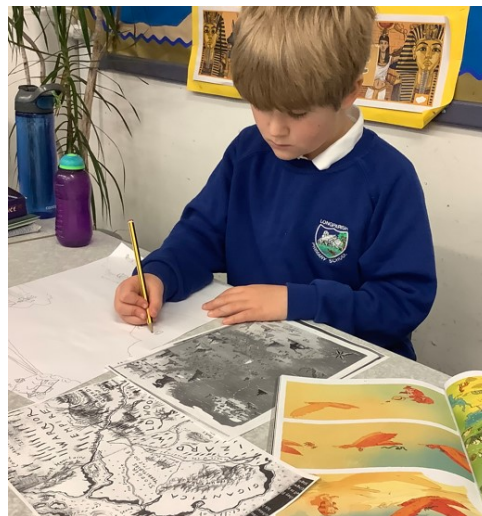
As we move closer to Easter, Herons enjoyed an Easter story walk around school this week, with the class particularly enjoying cutting and waving their own palm leaves as we began our story hunt, looking for story prompts around the school. We also were lucky enough to be able to visit and explore the church, as we considered together the sad and happy elements for Christians at Easter time.



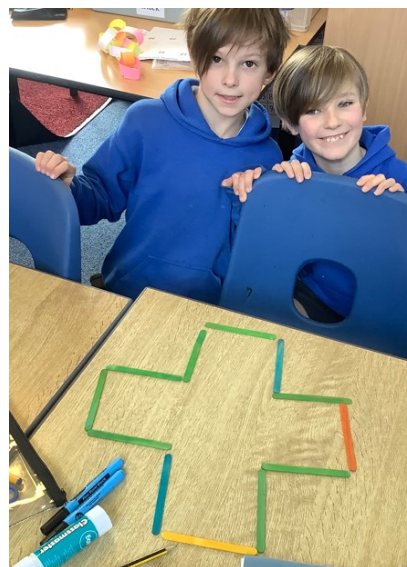
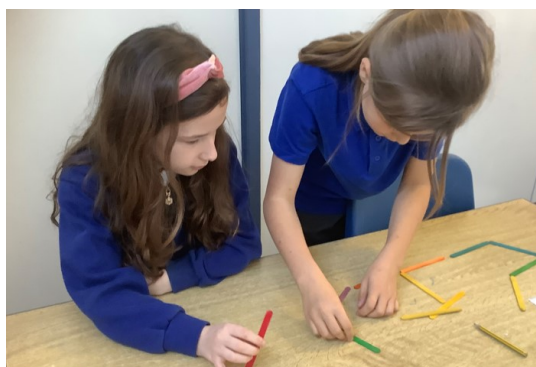
Heron's began to use 2Calculate in our computing sessions this week as this class discovered spreadsheets and together we learned how to add text, colour code cells, create number sentences and use clip art to add images. We finished our week with a fun gym session themed around a 'walk to the park' with different movements representing different things that we might do during a walk to the park and we finished with building our jumping skills, particularly focussing on starting and finishing a jump.

**Class  
Learning  
this week  
Kingfisher  
Class**

In Kingfishers this week we have loved drawing our own narrative story maps in the role of Cressida Cowell when she wrote The Wizard of Once series. We have used the story of Marcy and the Riddle of the Sphinx to create our own characters and Egyptian narrative by drawing an Egyptian map with a dilemma for our character to overcome. We have enjoyed creating character profiles this week and settings. We will be learning about dialogue next week and how to add this into our narratives.



In Maths we have continued our topic of length and the year 4 children have successfully calculated perimeter of rectilinear shapes. They enjoyed experimenting with ways of creating various shapes with concrete materials.



The play rehearsals are going well and children have become experts in their playscript reading which is a focus in shared reading.



## Class Learning this week Chaffinch Class

Another full week for Chaffinch, we started off the week by planning and organising our ideas for our 3rd person narrative recount, writing as a survivor from Antarctica. We collated our technical vocabulary and emotive language from both non-fiction and fiction books. We were very lucky to be able to invite Mrs Dryden, a governor, into our class for the morning, where she shared her experience visiting Antarctica herself! The children were fascinated to find out new facts and look at videos and pictures from her trip. Mrs Dryden also had a special link with one of the members from the 'Ice Maidens', a group of women who recently explored Antarctica. They were able to share their experiences and identify the risks and dangers that came from the trip. The children have now started writing their recounts, using all of this language and information; we have been very impressed with their use of emotion and suspense so far.

In Maths, Year 5 have been learning about equivalent fractions, using a fraction wall to help identify these. They are also able to understand mixed numbers and improper fractions and convert between the two.

In Computing, we learnt what delimiters were, being able to use different characters such as spaces, commas or semi-colons to separate mixed up data. This led the children to organise data into correct headings by using this method. This would be a great skill to practise when organising their own fundraising for our school.



As Scientists, we used our analytical and research skills to look at evidence behind the idea of Natural Selection, learning that Charles Darwin came up with the theory by observing the differences between mockingbirds firstly, which led him to travel to The Galapagos Islands in The Beagle and find different species of finches. He found that there were several types of finches that had different characteristics according to their surroundings. We studied the finches he collected, identifying that some have small beaks and sharp claws compared to long beaks due them to evolving to eat the food available to them on that part of the Island.

We have been talking about stereotypes in PSHE, understanding the meaning behind prejudice, where people make pre-judgements of others before having all of the information. We ensured that children understood about negative prejudice and how to avoid this.



In PE, we practised teamwork through relays, taking it turns to either send a high five or a ball in several different ways.

We have yet even more homework handed in, what wonderful volcano representations!

We look forward to inviting our local artist, Jill Smith, in again next week for our final piece.



## Celebration Worship



## Housepoint Winner of the Week

Robins	Charlie
Heron Class	Ziggy
Kingfisher Class	Ivy B
Chaffinch Class	Monty

## House Point Totals

House	Weekly points	Total Points
St Andrew	178	1533
St David	217	1470
St George	236	1415
St Patrick	219	1471

## Times Tables Rockstars/

Kingfisher Class	Naomi
Chaffinch Class	Jake
Heron	Molly, Amelia, Piero, Nathaniel, Willow, Judah. Thomas



Excellence

Friendship

Respect



Our House Point Certificate winners for the week.



### Other successes.

Amelia has achieved her first SHO in Judo. The Sho grade system comprises of 9 award levels each represented by a different color belt, designed to reward young players while they develop fundamental physical, technical, social and psychological skills.

Earlier this week she also achieved an award for being the best in class and working really hard.



Will and Beth both have been awarded swimming certificates. Will for 800m.  
Both also shared their shooting targets achieved in Scouts.



**Excellence**

**Friendship**

**Respect**

## Celebration Worship

### Stars of the Week

Robins	Billy and Whole Class
Heron Class	Nathaniel
Kingfisher Class	Drake
Chaffinch Class	Iris



### Squirrel Certificate:

Robins	
Heron Class	Max, Ziggy, Robbie, Athena
Kingfisher Class	Owen, Barney, Patrick, Amelia, Alfie, Eliza
Chaffinch Class	Cherry, Bonnie



Pen licence: Amelie, Body, Isla, Delilah



**Excellence**

**Friendship**

**Respect**



## Diary Dates

## Diary Dates

### Half term 10th—18th February

<b>4 March MONDAY</b>	<b>ROBINS cakes, tray bakes and biscuits SALE</b>
6 March	Year 3/4 Football Festival @ John Hanson
7 March	World Book Day—FOLs Second Hand book sale
7 March @ 2:30pm	Collective Worship in Church ALL WELCOME
<b>11 March MONDAY</b>	<b>HERON cakes, tray bakes and biscuits SALE</b>
12 March 2:15pm	Kingfisher Play
14 March 6pm	
<b>18 March MONDAY</b>	<b>CHAFFINCH cakes, tray bakes and biscuits SALE</b>
<b>18th March Monday</b>	<b>Yr 3&amp;4 Hockey Tournament Rookwood</b>
20 March @2:30pm	Kingfisher Violin Listen 2 Me Concert
<b>25 March MONDAY</b>	<b>KINGFISHER cakes, tray bakes and biscuits SALE</b>
26 March 2-5pm	Years 5&6 Football Festival @ John Hanson
28th March	Easter Service in Church

## Community and Parish

Up coming FOLs events:  
 Sunday 19 May—Longparish Run  
 Saturday 8th June Summer Fayre 12—4pm

Sunday 3 March

09:00 Holy Communion

**Excellence**

**Friendship**

**Respect**



# Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

## 1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.

## 2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

## 3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

## 4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

## 5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

## 6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

## 7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

## 8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

## 9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

## 10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

## Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



The National College

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