

Brunswick Park Primary School



Brunswick Park
Primary School

e-Newsletter

X @BrunswickParkPS

Instagram brunswickparkps

Friday 1 March 2024

Tel: 020 7525 9033

www.brunswickparkprimary.co.uk

March's Focus Value is **PATIENCE**

Dear Parents and Carers

Welcome to the first newsletter of the season of Spring. Now it's March, we can't wait for the weather to brighten up; we are all fed up with the rain. But as our focus value this month is patience, we will do our best to manage. In this newsletter there is information about next week's World Book Day, tree planting at Brunswick Park and messages from the BPFa about its upcoming Bake Sale and the easyfundraising app. I encourage all who can to sign up; once its done you don't need to think about it again, and the funds raised go to the BPFa Charity that benefits your children.

There is also some extremely pleasing information about the Play Shelter - it is now able to open up its waiting list - and its staff want to know if parents would like a Holiday Play Scheme at Brunswick Park. Please keep an eye out for a Google Form about this next week. This week you have received a link to a Google Form to get your views on the length of October's Half Term holiday. You have been asked if you would prefer it to stay as it is - one week - or if you would prefer it to move to 2 weeks. A 2-week half term would not affect the published Southwark term dates for 2024/5, shown towards the end of this newsletter. Please let us know as soon as possible what you think.

We are delighted that James Burke, our music teacher, is restarting Choir for Key Stage 2 children, and a Ukelele club. Children in Key Stage 2 have received letters about these. Spare copies are available from the School Office.

Finally, I want to thank you for the kind messages, thoughts and memories you have shared with me about Gina Stokes since I announced her death from cancer. Many of you remember her care of your children when they were very young, and how she liked to talk and laugh. The children of Brunswick have been thoughtful and considerate, and together with staff and in accordance with her family's wishes, will plan to mark her contribution to the school with something our young children can use. Gina loved to be hands-on, playing with children. It seems fitting that children's play should be key in how she is remembered at the school. When we have planned how this will be done, we will ask you if you would like to make a contribution. In the meantime I will leave you with how I will remember her, with this image I have shared with the children.

With best wishes for a peaceful and enjoyable fortnight ahead.

Susannah Bellingham

Head Teacher



DIARY DATES ARE ON THE WEBSITE

PLEASE CHECK YOUR CHILD'S CURRICULUM LEAFLET FOR DATES RELATING TO THEIR CLASS

WORLD BOOK DAY: THURSDAY 7 MARCH

PARENTS EVENINGS: WEDNESDAY 20 AND THURSDAY 21 MARCH

YEARS 4 AND 5 RESIDENTIAL VISIT TO WICK COURT FARM: MONDAY 18 - FRIDAY 22 MARCH

END OF TERM - CHILDREN FINISH AT 2PM: THURSDAY 28 MARCH

TERM DATES ARE ALWAYS ON THE NEWSLETTER AND THE WEBSITE

Learning for living through respect, support and challenge



is on Thursday 7 March



On the day children can choose to come to school dressed as a character from a book they love, in pyjamas to celebrate bedtime stories, in their favourite costume or in their own clothes.



As part of this year's World Book Day theme, Books We Love, we are asking children to create a wooden spoon puppet of their favourite character. All children will get to make one at school and for those who would like to, we'd love to see what you can come up with at home. Here are some examples to get you thinking!

welcome baby

We wish Ms Akinlade many congratulations on the birth of her son on 19 February. Both are doing well.

MULTIPLICATION TABLES WORKSHOP FOR PARENTS AND CARERS

As you are aware, Year 4 pupils will sit a multiplication tables check in June 2024. Children will be tested on their knowledge of multiplication tables up to 12. The check will be completed online with a use of a familiar digital device. In preparation for the children's multiplication tables check, we are running an informative workshop for you, during which you will learn how to:

- Use your child's login details to access the website: <https://trockstars.com/>
- Support your child using the 'Times Tables Rock Stars' platform
- Engage your child with fun activities through which they can learn the multiplication tables

The workshop is on **Wednesday 6 March from 2:45pm** and will last approximately 30 minutes. If you would like to book a space, please follow the link below or scan the QR code. **Please use the password: brunswick.**

TTRS Workshop with Y4 parents
Wednesday 6 March from 2:45

<https://www.eventbrite.co.uk/e/828059928537?aff=oddtcreator>



TRUSTED YOUTH ALLIES TRAINING

LISTEN, SUPPORT, EMPOWER

This FREE training is focused on equipping parents and carers to support young people who have been victims of crime.



Tools and Skills

- Effective communication to support your child
- Active listening skills for empathic support
- How to handle disclosures and find additional resources



Awareness of Trauma

- Recognising the impact of trauma
- Challenging behaviours
- Understanding emotions and brain development
- Understanding the challenges faced by young people today



Self-care and awareness

- Practicing grounding techniques for both yourself and your child
- Increasing self-awareness and recognising personal limits
- Relevant services to get further support

Free training to equip the key adults in children's lives to support them if they may be vulnerable to becoming victims of crime or are already victims of crime.

**Held at St Giles Centre
SE5 8RB**

SECONDARY SCHOOL PLACE NOTIFICATION
Parents and carers of Year 6 children without EHCPs: please check your email from 5pm today - Friday 1 March - to find out which secondary school your child has been allocated.

Register your interest

More information about the training:



Training dates:

In-person :

Trinity College Centre Newent Cl, London SE15 6EF

- 11th Mar: 10:30 AM - 1:30 PM
- 12th Mar: 10:30 AM - 1:30 PM
- 15th Apr: 10:30 AM - 1:30 PM
- 16th Apr: 10:30 AM - 1:30 PM

Online :

Zoom link will be shared after sign up.

- 13th Mar: 10:30 AM - 1:30 PM
- 14th Mar: 10:30 AM - 1:30 PM
- 17th Apr: 10:30 AM - 1:30 PM
- 18th Apr: 10:30 AM - 1:30 PM

I would want this level of training to be available to all people.

MOPAC

MAYOR OF LONDON

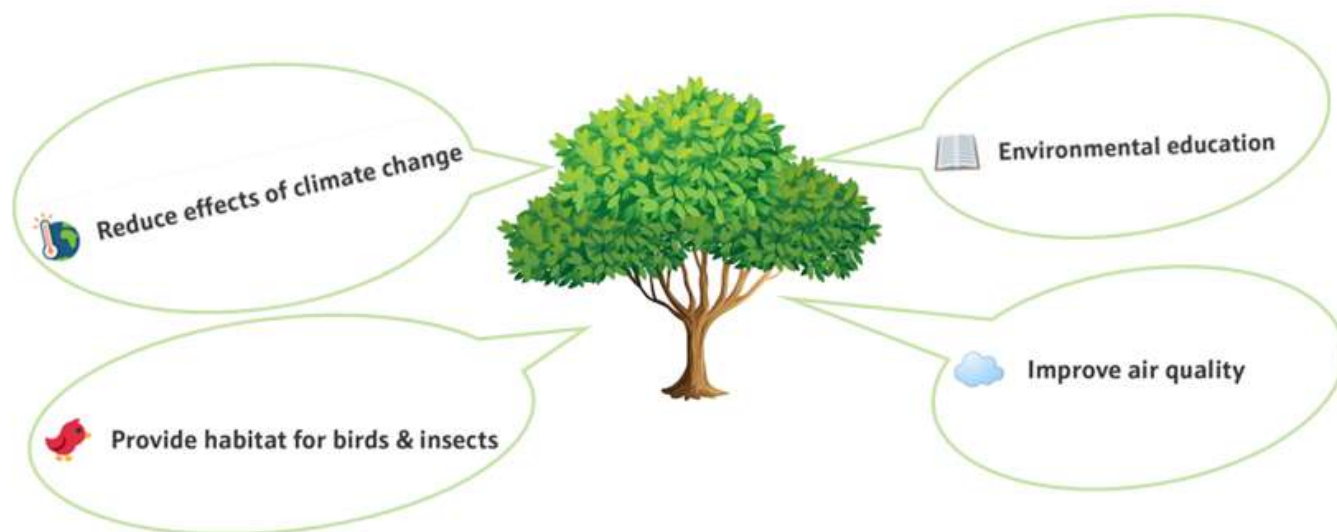


If you have any questions please contact:

info@trustedyouthallies.co.uk

TREE PLANTING AT BRUNSWICK PARK

Brunswick Park has been working with Street Trees for Living and Southwark Council to plant trees around the school to improve air quality and incorporate a greener and more environmental education in the playgrounds. The first phase included planting 8 trees of different varieties to bring a diverse habitat for insects and birds. We will have a second phase after the summer, and the aim is to bring fruit trees to the school for special cooking lessons and environmental education.



Play Shelter Update



Great news – the Play Shelter now has enough staff to open up the waiting list for After School Club, and is back to offering places.

Parents on the waiting list are being contacted, and if you need after school childcare, please contact the club directly. Details are below.

The Play Shelter now wants to know if parents/carers want a Holiday Playscheme at Brunswick Park. It would be open to Brunswick's children and to children from other schools, and would cost in the region of £95 per child per week for full days. Please share your views on the Google Form which will be sent next week.



Have you signed up to

www.easyfundraising.org.uk

It doesn't cost you anything, and raises money for the BPFAs whilst you shop. Sign up and nominate the **Brunswick Park Families Association CAMBERWELL** as your charity, so every time you shop, the Brunswick Park Families Association gets a donation, which supports your children at the school.

Follow this link or QR code to sign up:

<https://www.easyfundraising.org.uk/causes/brunswick-park-families-association>



Remember Christmas Jumper Day in December 2023? We now have our certificate and final total:

SAVE THE CHILDREN'S
CHRISTMAS JUMPER DAY

Save the Children

CONGRATULATIONS

BRUNSWICK PARK PRIMARY SCHOOL

Thank you for pulling on your most Christmassy jumper and making it the best. Day. EVER!

£ 212

Coach Christmas
Jumper HQ,
Save the Children

Registered with
FUNDRAISING
REGULATOR

Save the Children Fund is a charity registered in England & Wales (212990), Scotland (SC039570) and Isle of Man (1978) Registered Office: 1 St John's Lane, London, EC3M 4AA.



**BRUNSWICK PARK
FAMILIES ASSOCIATION**

BAKE SALE

FRIDAY 8TH MARCH

15:30 - 16:00

**JOIN US AFTER SCHOOL
FOR A CAKE AND TOY SALE
TO HELP RAISE MONEY FOR
BRUNSWICK PARK PRIMARY**



**All fundraising benefits the Brunswick Park Families
Association, raising funds in aid of**



**Brunswick Park
Primary School**

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.



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Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788040/survey_of_pupils_and_their_parents_at_care-wave_2.pdf
<https://www.oeed.org/education/italy/itali2018/itabiwe.htm> | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/621070/healthy_behaviour_in_school-age_children_cyberbullying.pdf

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT



It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content, ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

What Parents & Carers Need to Know about MONKEY

Also known as Monkey Cool, this platform aims to fill the gap left by Omegle (which has now shut down) by placing users in random video chats with strangers. Participants use their mobile number and Snapchat username to connect to the service, where they can make matches, message other people and join group chats. The mobile version has been removed from the App Store due to safety concerns, but iPhone owners can still access the site via their web browser. The app remains available on Google Play, where its listing claims that Monkey has more than 30 million users worldwide.

AGE RESTRICTION
17+

(Although the lack of age verification means that someone younger could easily log in with a false date of birth)

WHAT ARE THE RISKS?

AGE-INAPPROPRIATE CONTENT

The app claims to use AI to detect sexual content or activity that violates its policies, along with having a 24/7 moderation team. However, reports in the media continue to indicate that explicit content remains commonplace on Monkey (including sexually graphic or violent material) and is therefore accessible to anybody who uses the app – including those aged under 18.



CONTACT WITH STRANGERS

The obvious risk in accepting random video chat partners is that users cannot know what or who they will see on their next connection. Talking to strangers is, of course, potentially dangerous – especially for children who might be persuaded to meet up with these people offline. The app lets users find each other by location, increasing the chances of a child being matched with a stranger from their local area.



IN-APP SPENDING

While Monkey is free to download, it nevertheless offers in-app purchases promising to unlock access to premium features. For example, users who wish to make use of 'Knock Knock chat' (Monkey's text-based messaging option), rather than the app's Chatroulette-style random video calling feature, will need to pay to be able to do so.



INTRUSIONS ON PRIVACY

According to Monkey's privacy policy, personal information (such as name, profile picture and date of birth), user-contributed content (any photos, texts, videos and screenshots shared) and each user's browser and IP address are collected. That is a considerable amount of data for Monkey to gather on its users – and all of this information is shared with third parties.



Advice for Parents & Carers

DISCUSS THE DANGERS

Even if you're comfortable with your child using Monkey, it's still important to talk about the potential dangers. It's crucial, for instance, that young people recognise the risks that stem from video chatting with strangers; that they understand not to share identifying information (like their street or school name); and that they know what to do if they are exposed to inappropriate content.



RESTRICT IN-APP PURCHASING

If your child is accessing Monkey via an Android device, you can prevent them from making in-app purchases through the device's settings. If you do allow your child to use the site, we'd recommend that you enable this feature: young people have been known to spend significant amounts of money in their desire to unlock more features in apps such as this.



REPORT INAPPROPRIATE CONTENT

Monkey states in the safety section of its site that "people are given the power" and that, to a large extent, Monkey is "self-governing." If a user is exposed to sexually explicit or inappropriate content on the platform, they can select the 'police' emoji in the top right corner of their screen to submit a report for Monkey's moderation team to review.



SPOT THE SIGNS

If you're concerned that your child is spending too much time on Monkey – or that they may have been exposed to inappropriate or distressing content – it's important to watch for potential indications that they've been affected emotionally. They could be unusually irritable or unable to concentrate, for example, or failing to complete their homework or even to eat regular meals.



Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and online behaviour of young people in the UK, USA and Australia.



The National College



National Online Safety

#WakeUpWednesday

What Parents & Carers Need to Know about ONLINE DATING & RELATIONSHIPS

WHAT ARE THE RISKS?

Most online dating apps claim to be for over-18s only but, in some cases, relaxed age verification also allows children to access them. What's more, some popular social media platforms use similar design features to many dating sites – blurring the line between why a young person initially downloads an app and what they *actually* end up using it for.

ONLINE GROOMING

Online grooming is when someone forms a connection with a child in the digital world and carefully cultivates this relationship with the intention of manipulating the child into doing something sexual or illegal. The process involves gaining the young person's confidence – which can make them far less likely to tell a trusted adult about their new online 'friend', or to recognise what is even happening.

WEBCAM BLACKMAIL

Some young people have been coaxed into getting nude or semi-nude on a video chat with someone they met on a dating platform. They're then told that, unless they hand over a certain amount of money, a recording of the video will be posted online (or possibly sent to their contacts). This can be hugely traumatic for a young person and, in extreme cases, has resulted in self-harm and even suicide.

DAMAGE TO SELF ESTEEM

Many dating platforms encourage users to rate the images that people upload; this has clear potential to negatively impact a young person's self esteem. On some apps, pictures of a user's face and body can be rated anonymously, with notifications informing them if someone has then declined to match with them. This form of rejection can feel extremely hurtful and degrading.

CATFISHING AND SCAMS

Creating a false identity to deliberately lure people into a relationship (whether romantic or platonic) online is known as catfishing. Commonly, someone pretends to share interests or beliefs with their victim and gradually gains their trust. A young person's feelings for this fake 'friend' may cloud their judgement and can lead to them surrendering money, personal images, passwords and so on.

STALKING AND HARASSMENT

Stalking is obsessive behaviour by a fixated individual which disrupts their victim's life; it can bring severe distress and even the fear of violence. There have been frequent reports of stalking cases that originated on dating apps, with perpetrators creating new accounts in response to being reported or blocked. It's a particular cause for concern if a young person has ever given out personal details (such as their street or school name) online.

Advice for Parents & Carers

KEEP THE CONVERSATION GOING

Reassure your child that they can always talk to you about anything online that's worried them. Emphasise that if they're being sent unwanted images – or if they've shared images or video content themselves – they should tell you straight away. Discuss the potential risks of online dating and check in with them frequently to ensure that they're feeling comfortable about their online relationships.

TAKE A 'SAFETY FIRST' STANDPOINT

Encourage young people to be careful about who they send invitations to – and accept them from – on dating sites and apps. Familiarise yourself with how to adjust the privacy settings on your child's devices and apps to help them control who can access their profiles and information. Talk to your child about why it's unwise to share any sensitive, private or confidential information in their profile.

PROTECT CONTACT DETAILS

If a young person is interested in using online dating sites or apps, strongly encourage them to choose one that offers the facility to conceal both parties' email addresses when messaging prospective dates. If that's not possible, ensure that the young person sets up a separate email address which doesn't include their real name. This is easy to do via providers like Hotmail, Yahoo! Mail or gmail.

HIGHLIGHT COMMON DANGER SIGNS

Talk to your child about some of the obvious red flags in online dating: requests for money, for instance, should always ring alarm bells. Likewise, if a young person is in contact with someone who they feel is pressuring them into providing personal or financial information – or who they suspect is trying to trick them into it – they should end communication immediately and contact the dating service provider.

Meet Our Expert

Rebecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE). As well as delivering workshops and training for young people, parents and schools, she is also a subject matter expert on RSHE for the Department of Education.



The National College

NOS National Online Safety
#WakeUpWednesday

Keeping up to date with Brunswick Park on Social Media



Resource Base
@ResourceBaseBP



EYFS
@EyfsBPPS



Year 1
@Year1BPPS



Year 2
@Year2BPPS



Year 3
@Year3BPPS



Year 4
@Year4BPPS



Years 5
@Year5BPPS



Year 6
@Year6BPPS



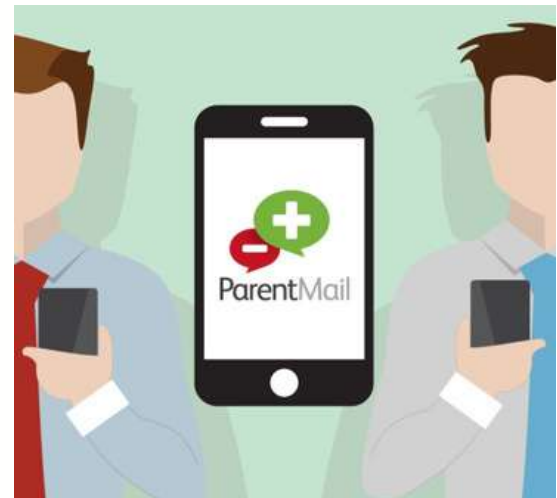
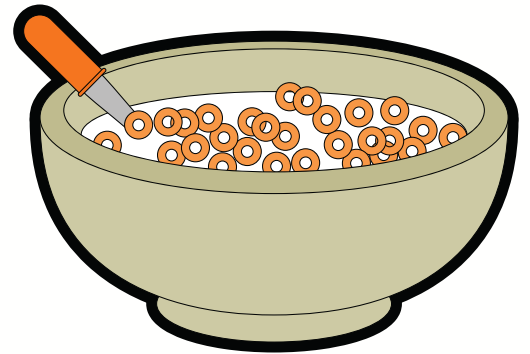
Whole School
on X @BrunswickParkPS
on Instagram @brunswickparkps

Brunswick Park Breakfast Club

Reception - Year 6

£15 per week

regardless of the number of days children attend,
payable a week in advance at the School Office
and online via ParentMail.



7.45am until the start of the school day, Monday - Friday

In the Dining Hall, run by Brunswick's own staff: Mikaela, Linda and Karen
Nursery Breakfast Club details available from the School Office

Term Dates 2023/2024

ACADEMIC YEAR 2023-2024

DO NOT BOOK HOLIDAY IN TERM TIME

CHILDREN ARE ENTITLED TO 190 DAYS' EDUCATION PER YEAR

Autumn Term

HALF TERM 1: Monday 4 September 2023 to Friday 20 October 2023

INSET DAY ON MONDAY 4 SEPTEMBER

CHILDREN RETURN TO SCHOOL ON TUESDAY 5 SEPTEMBER

HALF TERM BREAK: Monday 23 October 2023 to Friday 27 October 2023

HALF TERM 2: Monday 30 October 2022 to Wednesday 20 December 2023

Spring Term

HALF TERM 3: Monday 8 January 2024 to Friday 9 February 2024

HALF TERM BREAK: Monday 12 February 2024 to Friday 16 February 2024

HALF TERM 4: Monday 19 February 2024 to Thursday 28 March 2024

Summer Term

HALF TERM 5: Monday 15 April 2024 to Friday 24 May 2024

(May Day bank holiday will be taken on 6 May)

HALF TERM BREAK: Monday 27 May 2024 to Friday 31 May 2024

HALF TERM 6: Monday 3 June 2024 to Thursday 25 July 2024

INSET DAYS MONDAY 22, TUESDAY 23, WEDNESDAY 24, THURSDAY 25 JULY

LAST DAY IN SCHOOL FOR CHILDREN IS FRIDAY 19 JULY 2024

Children finish at 2.00pm on 20 December 2023, 28 March 2024 and 19 July 2024

Public Holidays:

Monday 25 December 2023:	Christmas Day Holiday
Tuesday 26 December 2023:	Boxing Day Holiday
Monday 1 January 2024:	New Year Holiday
Friday 29 March 2024:	Good Friday
Monday 1 April 2024:	Easter Monday
Monday 6 May 2024:	May Day Bank Holiday
Monday 27 May 2024:	Spring Bank Holiday
Monday 26 August 2024:	Summer Bank Holiday

School term and holiday dates

Academic year 2024/25

Autumn term

- Monday 2 September 2024 to Friday 25 October 2024
- Half Term - Monday 28 October 2024 to Friday 1 November 2024
- Monday 4 November 2024 to Friday 20 December 2024

Spring term

- Monday 6 January 2025 to Friday 14 February 2025
- Half Term - Monday 17 February 2025 to Friday 21 February 2025
- Monday 24 February 2025 to Friday 4 April 2025

Summer term

- Tuesday 22 April 2025 to Friday 23 May 2025 (May Day bank holiday will be taken on 5 May)
- Half Term - Monday 26 May 2025 to Friday 30 May 2025
- Monday 2 June 2025 to Tuesday 22 July 2025



Aimed at 2-4 year-olds, the app is **free to download with no adverts or in-app purchases** and children can play independently and offline, wherever they are.

It's packed with **free CBeebies and BBC Bitesize games and videos** featuring CBeebies characters, and all the activities are based on the **Early Years Foundation Stage (EYFS) curriculum.**



On the Homepage of Brunswick's website there is the Events Diary, our X (Twitter) Feed and Quick Links to all the information you need. Please use it to stay up to date; it is there to help you.

Making payments for goods and services at school

Payments for uniform, trips, Breakfast Club, top-up fees and Nursery After School Club can all be made either in cash at the School Office, or online, via ParentMail.

To pay for uniform online using ParentMail, you need to log in to your account and pay for the item/s before you collect them from the School on Wednesdays.

Uniform can now be bought online directly from MAPAC via this link:

<https://www.mapac.com/education/parents/uniform/brunswickparkse57qh>

To pay for all other services - trips, Breakfast Club, top-up fees and Nursery After School Club - make sure your ParentMail account is registered to pay for the services you need, then you can pay for them online.

If you need support to register, please see the School Office Staff.

WE HOPE THIS HELPS!

Uniform - sales in school and online via MAPAC

Sweatshirts, cardigans, bookbags and swimming hats are still available to buy or collect from the School Office on **Wednesdays from 3.30-4.00pm**. If you choose to pay in cash, please bring the right money as we cannot give change. If you choose to pay online via ParentMail, please pay for your item/s before coming to collect them.

YOU CAN BUY UNIFORM DIRECT FROM MAPAC FOR DELIVERY TO YOUR HOME:

USE THIS LINK - also on the school website -

<https://www.mapac.com/education/parents/uniform/brunswickparkse57qh>

Age 13 - adult sweatshirts = £10.00

All other sweatshirts = £8.00

Age 13 - adult cardigans = £13.00

All other cardigans = £11.00

Book Bags = £4.00

Swimming Hats = £1.00



SCHOOL UNIFORM, PE KIT AND PE DAYS

All children are expected to wear full school uniform daily, and the school PE kit on PE days.

Nursery and Reception children do not get changed for PE, so do not need school PE kit.

Children in Years 1-6 need school PE kit.

They come to school in their PE kit on PE days.



School PE kit is:
white T-shirt or white polo shirt
black shorts/leggings/joggers
school jumper/cardigan
white/black/grey socks
black trainers or plimsolls



Please do not send your child to school in non-uniform clothing.

Year Group	PE Day
Nursery	Thursday
Reception	Friday
Year 1	Monday
Year 2	Tuesday
Year 3	Thursday
Year 4	Wednesday
Year 5	Friday
Year 6	Wednesday
Resource Base	Tuesday



ATTENDANCE MATTERS

Pupil absence and lateness account for lost learning. Lessons start at 09:00. We need to make sure as many children as possible are present in school on time every day.

What YOU must do:

Try to telephone the school before 8.45am each day of your child's absence.

Tell the school in advance of any medical appointments, and bring in appointment cards/letters/texts.

If you are not sure whether your child is well enough to attend school, consult the NHS guidance:

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

Children should be kept at home only if they have a serious illness or injury.

If a child has a minor ailment, e.g. headache or stomach ache, you should bring your child in and inform the teacher in person or via the school office.

These ailments are not considered serious enough to warrant absence from school.

If the child's condition worsens, we will contact you.

Have a backup plan for if your child misses transport to call on a family member, neighbour or friend.

If you and your child are experiencing difficulties with school attendance then talk to us as a first step so we can help!

What WE will do:

Check your child's attendance every day.

Phone home to discuss your child's attendance with you.

Invite you into school for attendance meetings if we are concerned.

If we cannot establish a reason for absence, then we may make a welfare home visit.

Celebrate good and improving school attendance.

Tracy Sherry is our Attendance Officer.

Bev Swack is our LA Family Early Help Practitioner.

Children need to:

Arrive at school by 08:50

Be seated in the classroom by 08:55

If children are not in their classrooms by 08:55 they are late.

All children, on time, every day, learning.

Your child is entitled to 190 days' education per year.

Reminders to all Parents and Carers

Correct School Uniform:

Please ensure your child comes to school in the correct uniform. All children must wear black shoes or plain black trainers, black or grey school trousers or skirts and socks and Hijabs should be plain white, black or grey. Grey or black shorts or purple checked summer dresses can be worn in warm weather.

Punctuality:

Please ensure your child arrives to school on time every day; arriving late is embarrassing and missed learning time affects achievement and stops your child from reaching his or her potential.

Parking:

Picton Street is now monitored by Council cameras from 08:30 - 09:15 and 15:00 - 16:00. If you arrive by car please factor this in, as you will need to park elsewhere and walk into Picton Street, or risk a warning/fine.

Safeguarding Information

The designated team for Safeguarding at Brunswick Park Primary is
Susannah Bellingham
Caroline Campion and
Thomas Moudiotis.

If you have any concerns about any child, please contact us.

We are committed to Safeguarding all children and members of our school community and take all concerns seriously.

For your information, key school policies are available on request from the School Office and can be downloaded from the school Website under the 'Our School' tab.

Please check the website, X (Twitter) and Instagram for further details about what children have been doing and learning in school.

Missed a newsletter? All newsletters are available for download from the School Website under the 'News' tab.

<http://www.brunswickparkprimary.co.uk>

Whole School Attendance this fortnight (26.2.24 - 1.3.24): 93.4%

Classes with the best attendance: RA and RB (97%), 1B (96.8%)

Classes with the highest number of minutes of lost learning time: 5A

If your child needs to be absent from school for exceptional reasons, you need to complete an Exceptional Leave Request Form in good time beforehand, available on the website and from the School Office.

Remember - don't book holiday in term time - even if the tickets are cheaper - as it cannot be authorised unless circumstances are genuinely exceptional. Evidence must be provided.

Children are entitled to 190 days' education per year.

Whole School Attendance Target: 96%

Right to Reply:

01/03/24: Please email the address below to give us constructive suggestions or comments, including your name and your child's class.

Thank you.

office@brunswickpark.southwark.sch.uk