

09<sup>TH</sup> MAY 2025

NEWSLETTER: 29

# COTEFORD JUNIOR SCHOOL

## WEEKLY NEWSLETTER

Welcome to our weekly newsletter, here we will keep you  
Up to date with important information and upcoming events.  
Please also keep an eye on your year group newsletters  
And our school website: <https://www.cotefordjunior.org.uk/>

### Merit Book:

The following children are in the merit book this week:

**3EB: Aidan** for improved focus and for being a great friend

**3TH: Eryk** for trying really hard with his handwriting

**4HS:** The whole class for a great trip to TOL

**4LF:** The Whole class for a great trip to TOL

**4IW:** The Whole class for a great trip to TOL

**5DJ: Thea** for fantastic effort in Maths

**5EP: Evie** for amazing effort in the Café

**5UQ: Liam** for determination in learning how to swim

**6CK: Tessa** for her great work ethic

**6KB:** The whole class for working hard on revision

**6SP: Taliah** for consistently working hard

**6LK: Romeo-Beau** for an excellent week

**Miss Skinner: Millie 6CK** for all the SATs work

**Mrs Eckley: Jenson** for problem solving

**Miss Martin: Parker** for a great week



- *READY*
- *RESPONSIBLE*
- *RESPECTFUL*

### ATTENDANCE THIS WEEK

| Year Group   | Percent |
|--------------|---------|
| Year 3       | 94.6 %  |
| Year 4       | 96.7 %  |
| Year 5       | 93.9 %  |
| Year 6       | 94.5 %  |
| Whole school | 94.9 %  |

### **Horse Riding:**

Well done to our Horse Riding Team who all received a letter and were awarded rosettes from the RDA Creative Writing Competition. This year 3 of our children were placed in their chosen writing class.

Max awarded 10th Place overall for his acrostic poem titled 'Riding'

Elliott awarded 7th place overall for his Letter titled 'Me and Pip'

Fergie awarded 6th place overall for her letter titled 'To Pip'



### **Pastoral Info:**

As those of you with children in year six will know, next week is SATs week. This can of course be a stressful time for the children and you too as you support them. With this in mind, here are some useful links with ideas to help with managing the worry or stress they may be feeling. Although we're sharing them with year six in particular in mind, they're useful strategies for any child to use. So why not give them a try!

We send our best wishes to all of year six for their SATs next week; you can do it!

<https://rb.gy/hr9w2z>

Mrs Harding.

## Online Safety: 10 TopTips for parents and Educators

At The National College, our [Wakeup@nationalcollege.com](mailto:Wakeup@nationalcollege.com) guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, tips and tips, please visit [nationalcollege.com](http://nationalcollege.com).

# 10 Top Tips for Parents and Educators

## FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

- ### 1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child, promoting diversity and inclusion. Create an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their beliefs and feel genuinely included, fostering a robust sense of belonging within both school and home settings.
- ### 2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.
- ### 3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Involving them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.
- ### 4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly increase a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.
- ### 5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children can themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.
- ### 6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviours, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.
- ### 7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional regulation and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection with groups.
- ### 8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of camaraderie and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, ensuring a supportive culture where belonging and thriving thrive.
- ### 9 RECOGNISE EFFORTS REGULARLY

Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps nurture a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.
- ### 10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are safely and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

**Meet Our Expert**  
 Anna Coleman is Director of Healthy Education Ltd and Director for wellbeing and family services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.

<https://nationalcollege.com/guides/fostering-a-sense-of-belonging>

[#WakeupWednesday](https://www.wakeupwednesday.com) **The National College**

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**UPCOMING DATES FOR YOUR DIARY:**

(any new dates will be added in red)

| Date:             | Information:                          |
|-------------------|---------------------------------------|
| W/C 12/05/25      | Year 6 SATs                           |
| W/C 19/05/25      | Year 3-5 Assessments                  |
| 21/05/25          | Open evenings                         |
| 23/05/25          | Inset day (School closed to children) |
| 26-30/05/25       | HALF TERM (School closed)             |
| 02/06/25          | Children Return to school             |
| 09/06/25          | Year 3 SCARF Workshops                |
| 10/06/25          | 3EB to St Lawrence's Church           |
| 10/06/25          | Year 4 SCARF Workshops                |
| 11/06/25          | 3TH to St Lawrence's Church           |
| 18/06/25          | Sports Day                            |
| 20/06/25-23/06/25 | Year 6 School Journey                 |
| 24/06/25          | Year 4 Trip to Synagogue              |
| 14/07/25          | 3EB to Manor Farm                     |
| 15/07/25          | 3TH to Manor Farm                     |
| 21/07/25          | Year 6 End of Year Production         |
| 22/07/25          | END OF TERM (School closes at 12pm)   |