

# DUKE STREET PRIMARY SCHOOL

5<sup>TH</sup> SEPTEMBER 2025

## HEADLINES



### READING PERCENTAGES

Reading percentages not collected this week

Welcome back everyone. It has been lovely to see so many smiling faces and children being happy to be back at school. We hope you have all had a lovely summer break.

Attendance and punctuality continues to be an area of school priority this year. Our overall school attendance rose last year from 93% to 94.5% during my most recent analysis. Lates were also significantly reduced. We are really thankful for all the dedicated support our families have provided in helping us to improve this key area, allowing your children to have the best possible chances of success. We will continue to work towards our 96% target this year.

You should have received a copy of the home school agreement this week and a letter from Miss Parkinson regarding reading at home. Children's engagement in reading at home has a massive impact on their progress in school. We are keen to secure this for all pupils and appreciate you finding a few minutes every day to support your children with this.

Reading cafes will be up and running again soon. We start with Acer class on Thursday 25<sup>th</sup> September.

Meet the teacher meetings will be taking place on Wednesday 17<sup>th</sup> September. KS1 meetings will take place at 4pm and KS2 at 4.30pm. A virtual link will also be available for those unable to attend in person.



### WEEKLY ATTENDANCE

ACORN: 96.1%  
ACER: 91.7%  
REDWOOD: 91.7%  
SPRUCE: 89.5%  
MAPLE: 97.2%  
BEECH: 94.4%  
ROWAN: 96.0%  
POPLAR: 95.2%  
SYCAMORE: 91.1%  
CHESTNUT: 97.7%  
**OVERALL: 94.9%**  
**School Target: 96%**

We would love to see every class rolling the Classopoly dice next week!

Class Attendance

96% + =





## Special Educational Needs and Disabilities (SEND) information

For parents/carers of children with SEND or concerned regarding a possible need you can access all relevant information on the following link on our school website;

You can also contact the school office if you wish to make contact with Mr Reay (SENDCo) and an appointment can be made at a convenient time. Additionally the Local Authority have lots of useful information on the following links;

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

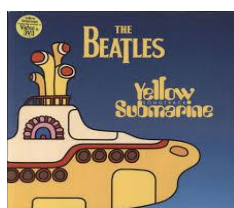
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/send-newsletter/>

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/things-to-do/break-time/>

# Award Winners

<b>CLASS</b>	<b>MATHS</b>	<b>ENGLISH</b>	<b>ICARE</b>
Acorn	<b>Harry-George</b>	<b>Lexi</b>	<b>Austin</b>
Acer	<b>Selbi</b>	<b>Frankie</b>	<b>Kai</b>
Spruce	<b>Aihan</b>	<b>Faith</b>	<b>Lewis</b>
Redwood	<b>Lincoln</b>	<b>Callum</b>	<b>Eren</b>
Maple	<b>Archie</b>	<b>Emily</b>	<b>Sofia</b>
Beech	<b>Joshua</b>	<b>Zoja</b>	<b>Emily</b>
Rowan	<b>Riley</b>	<b>Olivia O</b>	<b>Charles</b>
Poplar	<b>Matilda</b>	<b>Harry</b>	<b>Charlie</b>
Sycamore	<b>Annabelle</b>	<b>Jessica</b>	<b>Layla S</b>
Chestnut	<b>Jaylen</b>	<b>Delilah</b>	<b>Mia</b>

As part of music this year, each class will be listening to different songs during the week and then will select their favourite during Good News Assembly every Friday.



### **This week's winners were:**

**KS1: Yellow Submarine by The Beatles**

**KS2: We Will Rock You by Queen**





# On Line Safety Tips

At The National College, our WakeUpWednesday 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, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## What Parents & Educators Need to Know about GROUP CHATS

### WHAT ARE THE RISKS?

On messaging apps, social media and online games, group chats are one of the most popular ways that children connect. Group chats allow messages, images and videos to be shared in one place and help friendships flourish; however, they also come with a number of risks.

#### TEASING AND BULLYING

Children of all ages are keen to fit in socially, and group chats can sometimes complicate that process. While group chats can foster connection, they can also give way to mean comments or jokes at someone's expense, especially when others join in for laughs. When bullying happens publicly, in front of friends and classmates, it can intensify the emotional impact – adding to embarrassment, anxiety and feelings of isolation for the child being targeted.

#### UNKNOWN MEMBERS

Children often can't control who is added to a group, which can lead to privacy concerns. Sharing personal details in group chats can be dangerous, and children have no control over what others do with the material they send. Some members of the chat might even decide to use such information maliciously.

#### PEER PRESSURE

Children may feel they have to constantly stay engaged just to be included and keep up with the conversation. In some cases, they might partake in inappropriate behaviours – like sharing explicit photos, jokes or teasing – just to fit in. Group settings can also encourage children to act in ways they normally wouldn't, or stay silent when they know something is wrong, out of fear of being excluded. Some children may find it difficult to leave toxic group chats.

#### INAPPROPRIATE CONTENT

Some group chats may include inappropriate language or imagery. Even if a child isn't actively participating in the conversation, they may still be exposed to this content simply by being part of the group. Some apps have disappearing messaging features, where content is only available once or for a few seconds, which makes it harder for children to report something they've seen.

#### EXCLUSION AND ISOLATION

Exclusion in group chats is common and can take several forms. Sometimes a new group is created specifically to leave one child out on purpose. In other cases, the chat may happen on an app that a child doesn't have access to, making it impossible for them to join in. This can cause feelings of being left out – even unintentionally.

#### VIDEO AND LIVE CHATS

Many popular apps allow children to engage in live streaming with interactive chats or have group video chats. Anyone can be added to these streams, and often children tag peers in the comments and have conversations which are unmoderated. There's a risk of being exposed to inappropriate or violent content and offensive language, either in the group videos or via the group chats.

## Advice for Parents & Educators

#### CONSIDER OTHERS' FEELINGS

Group chats can become an arena for children to compete for social status. Help children consider how people might feel if they behave unkindly. If a child does upset someone, encourage them to reach out, show empathy and apologise for their mistake.

#### SUPPORT, NOT JUDGEMENT

Group chats are an excellent way for children to connect and feel like they belong. However, remind them that they can confide in you if they feel bullied or excluded, instead of responding to the person who's upset them. Validate their feelings and empower them by discussing how they'd like to handle the situation. You can also encourage children to speak up if they witness others being bullied.

#### SET SOME GROUP CHAT RULES

Discuss safe group chat practices, such as asking a peer for consent before adding them to a group chat, or leaving a group chat if a stranger is added. Tell children that if they're added to a group they didn't agree to beforehand, it's OK for them to leave immediately.

#### PRACTISE SAFE SHARING

It's vital for children to be aware of what they're sharing and who might potentially see it. Ensure they understand the importance of not revealing personal details – like their address, their school, or photos they wouldn't like to be seen widely. Remind them that once something is shared in a group, they can't be certain where it might end up or how it might be used.

#### BLOCK, REPORT AND LEAVE

If a child encounters inappropriate content or feels uncomfortable in a group chat, encourage them to block and report the sender and leave the group. Make sure children know it's OK to leave a group chat if they feel uncomfortable or unsafe.

#### SILENCE NOTIFICATIONS

Being bombarded with notifications from a group chat can be an irritating distraction – especially if it's happening late in the evening. Explain to children that they can still be part of a group chat while disabling notifications. In fact, it would be healthier for them to do so, helping them avoid the pressure to respond immediately.

### Meet Our Expert

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



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# Safeguarding/Outreach

At The National College, our WakeUpWednesday 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, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## 10 Top Tips for Parents and Educators

# RECOGNISING & MANAGING STRESS

According to recent studies, over 60% of young people report feeling regularly overwhelmed – with stress impacting their learning, emotional wellbeing and social connections. If left unaddressed, stress can lead to more serious concerns such as anxiety, depression or disengagement. This guide offers ten practical, evidence-based strategies to help children and young people recognise, manage and recover from stress in healthy ways.

### 1 SPOT THE SUBTLE SIGNS

Look out for changes in mood, behaviour, or energy levels, such as irritability, withdrawal, clinginess, or frequent headaches. These may indicate that a child is feeling overwhelmed. By tuning into these cues early and offering a calm, non-judgemental space to talk, adults can help children feel heard and supported before issues escalate.

### 2 KEEP CONVERSATIONS FLOWING

Make time for open, informal check-ins – whether it's during car journeys, over dinner, or in quiet classroom moments. Let children know it's okay to talk about what's bothering them. Regular, low-pressure conversations create a safe space where emotions are validated, not dismissed.

### 3 MAKE MOVEMENT PART OF THE DAY

Physical activity can dramatically reduce stress hormones while improving mood and focus. Encourage movement through activities children genuinely enjoy – from team sports to dancing around the kitchen. Even light activity like stretching or walking the dog can help us all unwind.

### 4 SUPPORT HEALTHY SLEEP PATTERNS

Poor sleep makes stress harder to manage. Establish a calming evening routine that avoids screens before bedtime and promotes winding down, such as reading, listening to music, or chatting quietly. Good sleep hygiene helps reset mood, enhances concentration, and boosts emotional resilience.

### 5 PRACTISE MINDFULNESS

Mindfulness doesn't have to mean long periods of meditation. A few slow breaths before lessons or short family meditation sessions before bed can make a real difference. These simple habits help children ground themselves, reduce emotional reactivity, and build inner calm over time.

### 6 SET DIGITAL BOUNDARIES

Excessive screen time, especially before bed or on social media, is linked with higher stress levels. Set clear expectations for when and where devices can be used and suggest screen-free alternatives like crafts, nature walks, or board games to promote digital balance and reduce overstimulation.

### 7 NURTURE SOCIAL CONNECTIONS

Strong relationships act as a buffer against stress. Whether it's a trusted adult, a sibling, or a good friend, ensure children have people around them they can talk to and spend quality time with. Help them build those bonds through shared activities and meaningful interaction.

### 8 PROGRESS OVER PERFECTION

Set realistic goals and praise effort, not just outcomes. When children feel pressured to be perfect, stress naturally follows. Celebrate small wins and help them reframe setbacks as learning opportunities. This helps build confidence and reduces the fear of failure.

### 9 TEACH EVERYDAY PROBLEM-SOLVING

Use real-life scenarios to build resilience. Encourage children to identify problems, consider possible solutions, and choose a plan of action. Practising these steps builds a sense of control and reduces the helplessness that often accompanies stress.

### 10 BE THE MODEL THEY NEED

Children notice how adults respond to challenges. Model healthy coping strategies such as taking breaks, asking for help, or calmly expressing frustration. By showing how you manage stress constructively, you help normalise these behaviours and encourage children to do the same.

## Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



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CLASS	OVERALL ACTIVE MINUTES
Spruce	45
Acer	78
Redwood	30
Maple	47
Beech	25
Rowan	45
Poplar	40
Sycamore	25
Chestnut	20

### Diary Dates

**Monday, 8<sup>th</sup> September:** New Reception start part time

**Wednesday, 17<sup>th</sup> September:** Meet the Teacher

**Thursday, 18<sup>th</sup> September:** Individual and Family Photographs

**Monday, 22<sup>nd</sup> to Thursday, 25<sup>th</sup> September:** Bikeability

**Thursday, 22<sup>nd</sup> September:** Acer Reading Café

**Thursday, 2<sup>nd</sup> October:** Spruce Reading Café

**Monday, 6<sup>th</sup> October:** SEND Coffee Morning

**Wednesday, 8<sup>th</sup> October:** Harvest Assembly

**Thursday, 9<sup>th</sup> October:** Reception Reading Café

**Thursday, 16<sup>th</sup> October:** Redwood Reading Café

**Thursday, 23<sup>rd</sup> October:** Acorn Reading Café

**Friday, 24<sup>th</sup> October:** Enrichment Day

*(More information will follow regarding above if appropriate)*

**Friday, 24<sup>th</sup> October: School closes (at the usual time) for half term**



## TERM DATES

### Autumn Term 2025

Starts: Tuesday 2<sup>nd</sup> September 2025

Half term: Monday 27 October- Friday 31 October 2025 inclusive

Ends: Friday 19 December 2025

Openings 74

### Spring Term 2026

Starts: Monday 5 January 2026

Half term: Monday 16 February - Friday 20 February 2026 inclusive

Ends: Friday 27 March 2026

Openings 55

### Summer Term 2026

Starts: Monday 13 April 2026

May Day: Monday 4 May 2026

Half term: Monday 25 May – Wed 3<sup>rd</sup> June 2026 Return Thursday 4<sup>th</sup> June 2026

Ends Friday 17<sup>th</sup> July 2026

Openings 61

Total number of openings – 190

### 5 Staff training days

Mon 1<sup>st</sup> September 2025

Mon 1<sup>st</sup> June 2026

Tue 2<sup>nd</sup> June 2026

Wed 3<sup>rd</sup> June 2026

Mon 20<sup>th</sup> July 2026

