



Create, Adapt and Learn Together
Manchester Road Primary Academy

NEWSLETTER 19^H JANUARY

ATTENDANCE 15/01/24 – 19/01/24

| CLASS | SCHOOL ATTENDANCE | LATES |
|------------|-------------------|-------|
| Bumblebee | 91.8% | 3 |
| Clover bee | 87.1% | 4 |
| Honeybee | 93.5% | 15 |
| 1A | 90.6% | 9 |
| 1B | 98.2% | 7 |
| 2A | 94.1% | 3 |
| 2B | 92.4% | 0 😊 |
| 3A | 94.9% | 20 |
| 3B | 90.7% | 14 |
| 4A | 96.2% | 13 |
| 4B | 95.4% | 3 |
| 5A | 99.2% | 11 |
| 5B | 98.4% | 16 |
| 6A | 95.7% | 8 |
| 6B | 91.1% | 11 |

| |
|---|
| 97% and above Excellent |
| 95% to 96% Attendance is slipping and will be closely monitored |
| 95% or below Poor (high numbers of children are persistently absent) |

THE SCHOOL DAY

8.35 – 8.50am – Arrive on the school playground
8.40am – Pupils enter school
8.55am – Gates shut & registration begins
11.45am – KS1 Lunch
11.50am – KS2 Lunch
12.35pm – Afternoon session begins KS1
1.05pm – Afternoon session begins KS2
3.15/3.20pm – End

LATENESS THIS WEEK

| Day | Lates |
|-----------------------|-------|
| Monday | 35 |
| Tuesday | 40 |
| Wednesday | 24 |
| Thursday | 32 |
| Friday | 8 |
| Total Lates This Week | 139 |

Lateness has a massive impact on children's learning. Not only on the children that are late, but also on the children in the classes being disrupted. Please ensure your child arrives at school on time each day.

UPCOMING EVENTS

| Date | Event |
|-------------------------------------|-----------------------|
| Friday 26 th January | 3A going to The Lowry |
| Tuesday 30 th January | 3B going to The Lowry |
| Wednesday 21 st February | Year 6 Safe Squad |
| Monday 25 th March | Year 3 Droylsden Walk |

CLASS ASSEMBLIES

Parents are welcome to come and watch their child's assembly on the following dates.

| Class | Date | Time |
|-----------------------|-----------------------------------|--------|
| Honeybee Miss Thomson | Thursday 25 th January | 2.45pm |
| Bumblebee Mrs Frost | Friday 2 nd February | 9am |
| 5B Mrs Williams-Moore | Friday 1 st March | 9am |
| 6A Miss Andrew | Friday 8 th March | 9am |

Please note: these dates could potentially change. If they do, we will inform you.

STAR OF THE WEEK

| CLASS | STAR |
|------------|---|
| BUMBLE BEE | Freya for being kind and helpful and Flawless for using her voice more. |
| 1B | Leroy for a wonderful attitude towards learning. Leroy has settled into our class brilliantly and shows resilience and determination every day. |
| 3A | Zayn for outstanding effort in all areas and developing his emotional resilience |
| 3B | Keegan for showing the 3 Ps at all times and fantastic attitude to learning |
| 5A | Syniah for always being a positive and resilient member of our class. |
| 6A | Bella - For writing a fantastic setting description filled with high-level vocabulary! It was a pleasure to read! |
| 6B | Mia for being kind and thoughtful and always trying hard. |

Are you trying to manage some angry behaviour?



UNDERSTANDING ANGER

15th January 17:00-19:00

Jane Keyworth, Lead Facilitator at FACE giving a two hour talk to parents (and teachers), explaining what anger is, why we have it and how to manage it.

Book online now £24 facefamilyadvice.co.uk

SEND CO SURGERY

The next drop in for parents/carers is 8th February. Thanks again to all who attended the last drop in which was hugely popular! Remember I am available in person or by telephone.

Several parents have also been keen to make links with parents or carers whose child may have SEND and who may be on a neurodevelopmental assessment pathway such as ADHD or ASC. We are keen to support parents and carers and have previously offered inclusion coffee mornings for parents and carers to get together.

A club has been set up on MCAS if you would like to secure a place.

HELPING HANDS

Helping hands drop in's provide support for the rising cost of living, including advice on money management, benefit support and household bills.

The welfare rights worker can check if families are receiving the right benefits or if they entitled to more financial support, and also help with the following.

- universal credit applications
- pension credit
- energy efficiency and support with bills
- health and wellbeing
- housing support
- support into employment

Mindy Gharda is the Welfare rights support officer and will be available within the Family Hubs on the following dates and times:

- 9/1/24 & 23/1/24 Tues 10-12pm East - Ridge Hill, Stalybridge
- 12/1/24 & 26/1/24 Friday 10-12pm South - Hyde Flowery fields
- 16/1/24 & 30/1/24 Tues 1-3pm North - St Peters, Ashton
- 17/1/24 & 31/1/24 Wed 10-12pm - West - Greenside Lane, Droylsden

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming; what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthral young people, but we can still help children to be aware of their mental wellness; recognising when something isn't OK... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss what they follow, what posts they like and what comes up in their feeds. If alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phone and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so any people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like online life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shadia Sarwar-Kahn is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shadia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



NOS National Online Safety
#WakeUpWednesday