



It is been another busy fortnight at Southwold! To celebrate World Book Day, we were lucky enough to have Mark Fraser, the storyteller at Southwold. The children were fascinated and inspired by his lively storytelling. During assembly, we learnt about why the daffodil and leek are associated with St David and Mr. Milward even spoke some Welsh for us! The Y5/6 classes had a wonderful time exploring the Ashmolean Museum and learnt some interesting facts about the Ancient Egyptians. To end this week, we enjoyed having lots of families attend our Mother's Day Afternoon tea. We look forward to seeing you all at parents evening during week 5.

With best wishes, **Southwold Team**

Dates for the diary

March 2024

- 11th - 15th British Science week – Theme "Time"
- 12th Class photos
- 13th Reception Story museum Trip
- 13th Y3/4 Tudor Trip
- 14th Y3/4 Girls Football @TBS 9-12
- 15th Red Nose Day
- 17th Sports Relief (Red Nose Day) TBC
- 18th March Duck eggs arrive
- 19th Parents Consultation evening 3:30 – 5.30 (all)
- 20th Parent Consultation Evening 3:30-7 (only Holly)
- 21st Parents Consultation evening 3:30 – 7:30 (except Holly)
- 21st World Poetry Day
- 27th Wonderful Wednesday
- 28th End of term

Positive Playtimes

Our crazes of the week have been Fidget toys and we used our collaboration value to play parachute games which are always popular.



We have had weekly helpers to pick up any rubbish in the playground to make sure we are tidy to demonstrate our environmental value.



Lots of use from our great keepie-uppies with bats and balls plus mini rallies, skipping and clapping.



New performance zone is in the early stages, but the children were thrilled to dress up or use an accessory as part of their play. Lots of valiance shown to perform in front of an audience. Some lovely story telling emerging, and some fun dances being sequenced... watch out Hollywood!

Sports News



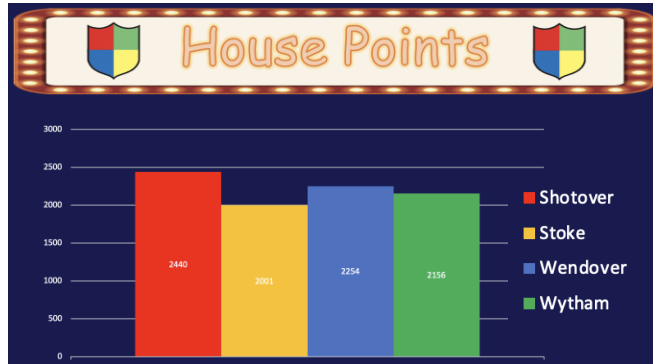
Our girls football team played a football tournament at Wykham Park and had great fun playing a match against Longfields. We were really impressed with their great collaboration, sportsmanship and most of all determination. Well done!



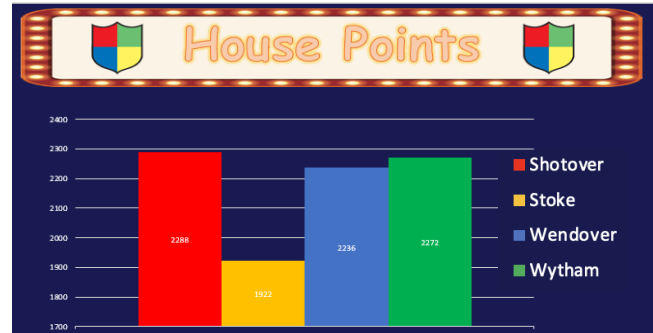


Southwold Primary & Nursery School

House Points



Week 1 winner: Shotover



Week 2 winner: Shotover

Awards



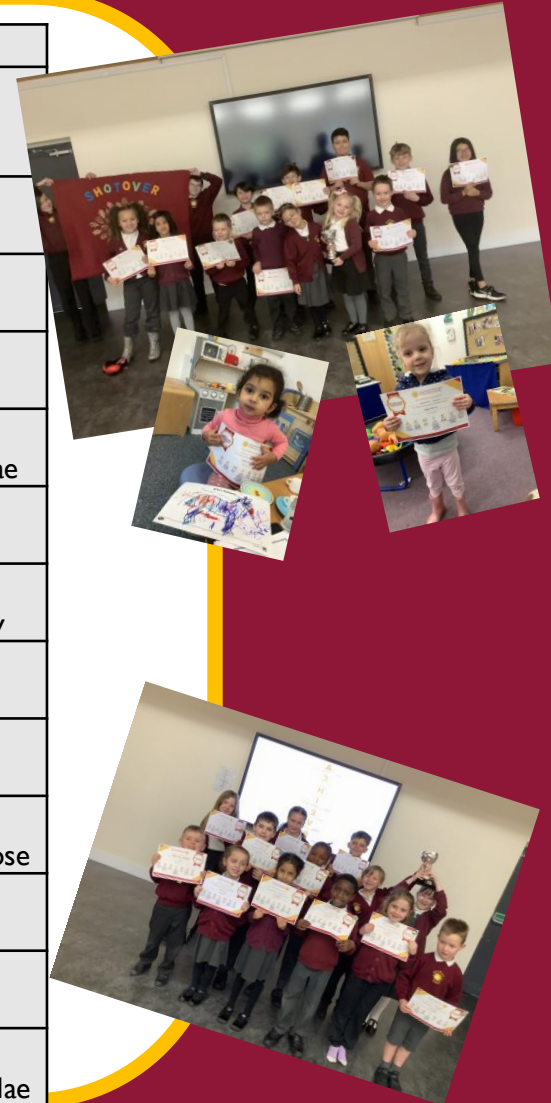
Attendance Award

Week 1: Birch Class 100%

Week 2: Holly Class 98%



	Week 2	Week 3
Blossom	Aminah	Jiyan
Apple	Charlotte	Zizi
Birch	Dawid	Lincoln
Cherry	Carter	Zack
Chestnut	Hajrah	Esha
Holly	Albie	Callie-Mae
Ivy	Ammiyah	Isaiah
Maple	Lewis	Zachary
Oak	Radu	Juneil
Pine	Archie	Isla
Sycamore	Cezar	Ebony-Rose
Spruce	Ronan	Lilianna
Rowan	Olivia T	Oscar
Willows	Archie	Gracee-Mae





School News

Dear Parents/Carers,

Recycle to Read Batteries Collection

Our school is recycling batteries to protect the planet (and for a chance to win book vouchers for the school).

We need your help - plus your child could win some fantastic eco-inspired prizes too!

How can you help?

1. Hunt out used batteries at home. We are collecting AA, AAA, C, D, 9V and button batteries.
2. Tape over the contacts of lithium (Li) and button batteries (see below).
3. Put them in a tied plastic bag (preferably reused)
4. Take them to the school's collection point in the school office (Class teacher can collect them in and send them to the office each morning)
5. Enter the prize draw at jointhepod.org/win



Safety first:

Not only is storing and recycling batteries safely great for the environment, it can also help reduce risks associated with batteries:

- Batteries can cause serious injury or death if swallowed, please keep batteries out of reach of small children and pets.
- Lithium and button batteries need to be taped so their contacts don't touch, as they could short circuit if they do.

Use sticky tape over the contacts (top and bottom of batteries). Button batteries can be placed in a line between two sections of sticky tape. Lithium batteries can look like any battery, but they will have lithium (Li) written on them.

Many thanks for your support and happy battery hunting!
To find out more, head to: jointhepod.org/batteries

Many thanks for your support
Southwold School Eco PLT & Eco Warriors Team



Southwold Primary & Nursery School

World Book Day

Storyteller kindly organised by David Wilson Holmes



www.southwoldschool.org • Tel: 01869 324061 • Email: office@southwold.oxon.sch.uk

Proud to be part of The White Horse Federation Multi-Academy Trust
Tel: 01793 818603 • @WhiteHorseFed • www.twhf.org.uk





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Inspiring
change?

Making a difference

managing influence

and navigating
change online



DIGINEWS

There is still time to complete the online safety questionnaire. We would love to hear your views on this year's theme of 'change online' so click on the link:

<https://forms.office.com/e/dEeENB43Lm>

Southwold School Safer Internet
Survey 2024



Read the Safer Internet Day 2024 research

Research launched for Safer Internet Day earlier this month reveals that young people are excited about changes in online technology but express the need for conversation and better support. Three quarters (74%) of parents and carers, and just under half (45%) of children have worries about safety as developments with artificial intelligence (AI), virtual reality (VR) and new social media apps continue to accelerate. While 70% of young people say they are excited about the potential of generative AI (genAI) to improve their lives and lives of their friends, over half (53%) of children who have used genAI have seen their peers use it in a negative way. Both children and parents/carers agree the Online Safety Act is needed because social media companies need stronger regulations to protect young people's safety online. 80% of children and young people think that young people should be listened to more about changes in technology, such as how it can remain safe.

Read the full article: <https://saferinternet.org.uk/blog/safer-internet-day-research>

IWF Hotline removes record amount of child sexual abuse depicting under 10s

The IWF removed a record-breaking amount of criminal child sexual abuse imagery in 2023 (275,655 webpages). Almost every webpage the team worked to remove (92%) included what has been termed as 'self-generated' material, where children have been coerced into performing sexually via a webcam or handheld device. Of these, 42% (107,615) featured children under 10, a 66% increase on the number of webpages seen last year (64,735). Read the full article: <https://saferinternet.org.uk/blog/iwf-hotline-removes-record-amount-of-child-sexual-abuse-depicting-under-10s>

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

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.

WHAT ARE THE RISKS?

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 store 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 and communication immediately and contact the dating service provider.

Meet Our Expert

Roberta Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSE), as well as delivering workshops and training for young people, parents and schools, who is also subject trainer expert on RSE for the Department of Education.

#WakeUpWednesday

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.

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 28% 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 shunning 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 passing judgement. 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 '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 or 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 feel that you 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 Bosley 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.