



St Ursula's Catholic Primary School

HEADTEACHER'S NEWSLETTER

#4

29.9.23

Dear Parents and Carers,

I hope your week has been a good one. It definitely has been here. It's also been a week of reflection at St Ursula's with the publication of our Ofsted report and a very special visit from an ex pupil.

As I stated in my covering letter for the Ofsted report, I am proud of all pupils and staff for all the incredible work that has gone in over the past few years, particularly in the face of adversity. Prior to my appointment in September 2020 there had been significant changes which included a collective of 4 Headteachers coming and going, a federation of 2 schools, then a subsequent amalgamation and not to mention a worldwide pandemic. Whilst I have made changes, the one consistent has been the staff and their unwavering commitment to the education and care of your children and that has remained unchanged. I hope you will join me in thanking them for their wonderful work!

Following the release of the report I was visited by an ex pupil, Angela Mutugi. I taught Angela in her final Year at St Ursula's, back in the academic year of 2014 -2015. Whilst a pupil at St Ursula's, Angela shared her aspirations of studying medicine at University and during her visit on Thursday Angela told me that she was starting her very first year at Cambridge University, studying medicine!

Before starting her course, she had wanted to return, to thank the staff at our school. We discussed her memories of St Ursula's from being St Mary's House Captain to celebrating International Day. It was wonderful to catch up and hear such positive news.

We are extremely proud of Angela and her achievements – it's a reminder to our pupils that they're never too young to have aspirations!



HARVEST FOODBANK COLLECTION

I would like to take this opportunity to thank you all for your support so far in collecting food for the Harold Hill Foodbank. This food will be used to complete packs that provide three days' worth of nutritional food for local people in crisis. We are still accepting donations so please continue to send them in on Monday.

A quick count was conducted on Thursday and the school has collected 173 items so far. It would be wonderful to hit our target of 250 items. Hopefully there will be donations from the classes who are currently on 0.

PROPOSED INSTALLATION OF TELECOMMUNICATION APPARATUS

As you will be aware, Three Ltd. intend to install a 15m high Telecommunication Mast and equipment cabinets outside the school premises. I can confirm that my letter objecting to the planning application was received by Havering Planning control on Tuesday, 26th September. Thank you to those who also sent in their views to Planning Control; we appreciate your support. We haven't been told when a decision will be made but we have been assured that we will be notified of the decision on this application, once the decision notice has been issued.

TOP 5 DONATORS

Class	Items of food donated
St Edmund's	40
St Teresa's	32
St Anne's	25
St Paul's	24
St Jude's	18

(Donations were counted on 28.9.23)

Attendance TOP THREE

1	St Philomena's	100%
2	St Edmund's	99.66%
3	St Martin's	99.33%
3	St Matthew's	99.29%
3	St Paul's	99.26%

BREAKFAST CLUB

The Breakfast Club is open. To book a place for your child/ren please use our Schoolcomms booking system. If you require any help or guidance with this booking system, please contact the school office on 01708 345200.

PARKING

We kindly ask that you think about where you park, how you park and your conduct outside our school gates.

Please do not park on the zig-zag lines outside our school – these are there to keep our pupils safe.

Illegally parked cars can be reported via the following link: https://www.havering.gov.uk/info/20004/parking/121/parking_tickets_and_traffic_fines/8.

CHILDRENS' RIGHTS

As a UNICEF Rights Respecting School, Teachers focus on a particular article each week. During Achievement Assembly last week, pupils focused on Article 30: "Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live."



CELEBRATING OUR SCHOOL VALUES

The core values of our school focus on high expectations for all learners, developing skills for life, encouraging good self-esteem and developing a set of core moral values based upon the teachings of Jesus Christ. These values are core to every part of our lives and are reflected in the way that we treat each other, the way that we look for every day opportunities to help those in need and in the example that we demonstrate to all those we meet.

At St Ursula's we have our School Value trophies that are given out during our weekly Achievement Assembly.

There is an award for each of our 5 values:

Faith
Respect
Kindness
Honesty
Resilience



These trophies are awarded to different pupils from Reception to Year 6, who have lived out our Gospel Values. These trophies are taken back to class and displayed on our classroom prayer tables.

THIS WEEK'S WINNERS – CONGRATULATIONS!

Faith: Barney & Grace (Reception)

Faith: Melcha (Year 6)

Respect: Feyi (Year 1)

Respect: Oscar (Year 3)

Kindness: Shenny (Year 2)

Kindness: Riley (Year 3)

Honesty: Aurora (Reception)

Honesty: Essie (Year 5)

Resilience: Alexandra (Year 1)

Resilience: Blessing (Year 6)

“There is a great need in our days for people who know how to make a courageous testimony of the moral values taught by the Gospel.” Pope Francis

What Parents & Carers Need to Know about AGE-INAPPROPRIATE CONTENT

"Inappropriate" means different things to different people. What's acceptable for one age group, for example, may be unsuitable for a slightly younger audience. Online, young people can chance upon inappropriate content in various ways – from pop-up ads to TikTok videos. The increasingly young age at which children become active in the digital world heightens the risk of them innocently running into something that they find upsetting or frightening. Trusted adults need to be able to help children be aware of what to do if they're exposed to age-inappropriate content.

WHERE IS IT FOUND?

PLAY NOW

SOCIAL MEDIA

Age-inappropriate content is easily accessible through many social media platforms. TikTok, for instance, is hugely popular with young people but is arguably best known for clips featuring sexualised dancing or profanity. Some social media users also express hate speech or promote eating disorders and self-harm, which could cause lasting damage to a child's emotional and mental health.

GAMING

Gaming is an enjoyable source of entertainment, but many popular titles can expose children to inappropriate material such as violence, horror, gambling or sexually explicit content. Playing games unsuitable for their age risks normalising to children what they are seeing. Some games also include in-game chat, where other (usually older) online players often use language that you probably wouldn't want your child to hear or repeat.

STREAMING

The range of video streaming services available online means that users can find almost anything they want to watch on demand. Children are therefore at risk of viewing TV shows and movies which contain nudity, drug and alcohol abuse, explicit language and extreme violence. Unfortunately, these streaming platforms can't always determine that it's not an adult who's watching.

ADVERTS

Online adverts frequently include age-inappropriate content: usually gambling and nudity or partial nudity, although adverts for alcohol or e-cigarettes are also common. Some search engines also feature adverts that are responsive to your search history; so if you've recently looked up a new horror movie, shopped for lingerie or ordered alcohol online, then the ads appearing on screen could reflect this the next time your child borrows your device.

Advice for Parents & Carers

TALK IT THROUGH

Embarrassment or fear of getting into trouble can make it difficult for children to talk openly about age-inappropriate content they've watched. Remind your child they can always come to you if they're troubled by something they've seen online, without worrying about consequences. Before offering advice, discuss what they saw, how they felt and how they came to find the content in question.

CONNECT, DON'T CORRECT

If your child's been particularly distressed by exposure to content that wasn't suitable for their age, it's important to offer guidance to prevent them from repeating the same mistake – but it's equally vital to help them deal with the emotions that the situation has raised. You could tell them about any similar experiences you might have had at their age, and how you dealt with it.

BLOCK, REPORT, CONTROL

After discussing the problem, you and your child can take action together. This could include blocking any inappropriate sites and reporting any content which violates a platform's rules. To further safeguard your child online, set up parental controls on internet-enabled devices that they use. This will significantly reduce the chances of your child being exposed to age-inappropriate content in future.

GET SPECIALIST HELP

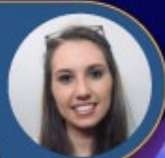
Age-inappropriate content can potentially have a negative impact on a child's mental health, which is sometimes displayed through changes in their behaviour. If the problem becomes more severe, you might consider reaching out to a mental health professional or an expert in this field who can provide you and your child with the proper support.

STAY CALM

Even though it is obviously difficult to stay rational in a situation where your child has been put at risk, it's essential to think before you react. Your child may well have hesitated to open up to you about watching inappropriate content for fear of the consequences, so being calm and supportive will reinforce the notion that it would be easy to talk to you about similar issues in the future.

Meet Our Expert

Cayley Jorgensen is a Registered Counsellor with The Health Professions Council of South Africa, and she runs a private practice offering counselling to children, teenagers and families. Her main focus is creating awareness and educating the community on the mental health pressures of today's world, as well as resources and techniques to understand and cope better.



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