



Prior's Mill C.E. Primary School Newsletter October 13th

Welcome to the Prior's Mill Newsletter - this is shared weekly and will contain key dates and information, paper copies are available at the office 13.09.23

In This Issue



This week we include:

- **Message from Mr Linsley**
- **SPA - WE NEED YOU**
- **BBC 500 Words**
- **Digital Leaders - upsetting content**
- **Attendance**
- **Spirituality**
- **Worship Theme - Compassion**
- **Class News**
- **Key Dates**
- **NEW! Picture News (We thought you might like to read 'Picture News' this is shared with children in a class worship every week)**

Harvest



Harvest

We would like to encourage everyone in the school community to drop off donations of tinned food and non-perishable items so that we can make hampers as part of our harvest festival celebrations. Pupils would like these hampers to go to deserving members of the local community. If you have any suggestions please can you let the office at KS1 and KS2 know.

New Website Launch

<https://priorsmill.org.uk/>

This week we launched the new school website please check it out for all the up to date school information and links to the school Facebook feed. It also contains updated information about Safeguarding and the new child protection policy that the school uses. If you would like a copy of the policy or any other documentation that can be found on the website then please ask at the school office.

Prior's Promise Pals - Final Reminder

We are looking for 2 pupils in each year group to be a Prior's Pupil Pal and identify children in school who display the Prior's Promise school values on a regular basis.

*** We are Honest**

*** We are Kind**

*** We give our Best**

***We Forgive**

***We are Respectful**

Application Forms are available in school and certificates are ready to be given out!

Billingham United Football Club

Billingham United FC have asked us to advertise that they are looking specifically for Girls to join their Y4 Team if you are interested then please get in touch with the club directly. If you are not a girl in Y4 but are interested in joining one of the teams organised by the club then they would also like to hear from you.

SRC Bede Sports Centre, Marsh House Ave, Stockton-on-Tees, Billingham TS23 3EH

committee@billinghamunited.co.uk

<https://billinghamunited.co.uk/contact/>

Holidays in Term Time

We have had a huge increase in holiday forms lately and although I can appreciate the challenges created by the cost of living crisis and the incredible cost of going away in the school holidays - going away during term time is not the answer. The results we obtained last year reflected how well children with good attendance did compared to those with a number of absences. I appreciate that there are some situations where it may be unavoidable and each case is looked at individually, however if you do require time off from school during term time please consider the following information:

- A holiday request form must be submitted 4 weeks prior to the event

- Leave of absence without completing a form will result in a fixed penalty notice for both parents
- We are currently issuing fixed penalty notices for absences longer than 5 days that do not meet the criteria

The school is working very hard to support parents and pupils to attend regularly and achieve highly - Mrs Hanson our Pupil Welfare Officer is available to talk to if you need support. The school has to follow very strict guidelines surrounding school absence please understand that we are here to support and only want the best for you and your children. Positive attendance provides many opportunities to develop knowledge, understanding and social skills.

Parking and Dogs

Please can I ask all parents not to park across residential driveways near to school we have had a number of incidents reported this week where residents have returned home to find their driveways blocked. We have also been told that drivers have responded angrily and been abusive to residents when asked to move. I appreciate the parking challenges but would urge parents to respect the homes and driveways of people in the local community as any adverse behaviour and reaction reflects badly on the school. I've approached the local council to explore ways in which parking can be improved.

We had an incident yesterday where a pupil was attacked by an unattended dog tied to the school railings please can all dogs be kept on lead and not left unattended. It is against school policy to allow dogs on site.

I have included some key reminders about next week below:

Parent Consultations Wednesday 18th and Wednesday 25th after school

Mrs Swales

A huge thank you to Mrs Swales who has been an integral part of the Prior's Mill Journey since 2012! We wish her the best of luck in her new job and will miss her greatly!

THANK YOU MRS SWALES!

If you have any queries, worries or safeguarding concerns over the holidays/weekend then please use the email address:

office@priorsmill.org.uk

The email account will be monitored throughout the holidays/weekends and we will endeavour to reply to any queries as soon as possible.

- Make friends
- Develop my skills
- Socialise
- Learn
- grow

*Attendance is
important*



SPA - WE NEED YOU!



In the current economic climate this money is essential in raising funds for things that we would like in school.

It is essential that we are able to create a group of staff and parents that are willing to carry this great work on. Currently the SPA is made up of mainly staff and it would be great to have a few more parents involved. I promise this will not take up a huge time commitment but can be fitted in around your own priorities. It could be 30 mins labelling tombola items or bagging up sweets for a disco.

Without increased parental support then a number of additional events such as discos will be cancelled as school does not have the capacity alone to organise and prepare them.

If you can spare any time at all to join SPA then it would be greatly appreciated by the staff team and ultimately by the pupils who will benefit from having a number of events to attend during and after school.

Please contact Mrs Twomey in the office office@priorsmill.org.uk / 01642650426

BBC 500 Words Competition



BBC's 500 Words is the UK's largest children's story writing competition for 5-11 year-olds. Opens Tuesday 26 September - Friday 10 November. Please click the link below for further information as the whole school will have the opportunity to take part!

<https://www.bbc.co.uk/teach/500-words/about-500-words/zctk7v4>

Digital Leaders - Whatsapp





This week Beatrice and Luke (Digital Leaders) have chosen the online safety guide and it has a focus on upsetting content. If there are any apps or online sites that parents would like a fact sheet about then please get in touch and we'll try and provide one.

Any safeguarding concerns can be relayed to:

Mr Linsley - Designated Safeguarding Lead

Miss Huddart - Deputy Designated Safeguarding Lead

The safeguarding policy is on our website and you can also request a paper copy from the office. We will also share with you our pupil version of the safeguarding policy.

SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to the war in Ukraine and the conflict in Israel, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.



2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.

2



3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional responses. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.

3



4 EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.

4



5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.

5



6 CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.

6



7 SET LIMITS

Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.

7



8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once; instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.

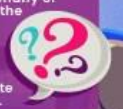
8



9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.

9



10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.

10



11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.

11



12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.

12



Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



NOS National Online Safety®
#WakeUpWednesday

<https://www.nos.gov.uk/news-and-101700/> <https://www.nos.gov.uk/en/guides/supporting-your-child-with-upsetting-content/> <https://www.nos.gov.uk/en/guides/talk-to-your-child-about-conflict-and-war/>

@natonlinesafety

/NationalOnlineSafety

@nationalonlinesafety

@national_online_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 11.10.2023

Attendance Matters



IMPORTANT REMINDER

In accordance with School and Trust Policy any unauthorised absences (that are not subject to exceptional circumstances) will be subject to a fixed penalty notice.

Current School Attendance is 95.7% (+0.1% from last week) this is just below the DFE target of 96%. We need to try and make sure we can maintain whole school attendance this year and aim for 96 - 98%!

We strongly advise that any holiday in term time should be avoided due to the impact of lost learning time on children. Please be aware that leave of absence (holiday) during term time will not be authorised except in exceptional circumstances. It is school policy to refer any unauthorised absence due to holiday to the local authority who may issue a fixed penalty notice. This is a penalty of up to £120 per child, per parent and so can add up to a significant amount. The school does not receive any revenue from fines; the money is paid to the Local Authority. In addition, we now have a new system in school for pupils who are late. Pupils must be escorted to the office in the main building and a form completed by parents/carers to sign the pupils in and indicate the reason for the lateness. This is for our records and also to avoid pupils becoming distressed.

All gates are opened at 8.20am, KS1 & 2 staff will be in attendance and children remain in the yard until school doors are opened just before 8.30am. For Nursery and Reception children gates are opened for access and to ease congestion on Clifton Avenue and staff are not in attendance until school doors are then opened just before 8.30am. Children should remain supervised until then. Pre-School will open at 8:25am.

LATE MARKS ALSO IMPACT NEGATIVELY ON ATTENDANCE PLEASE TRY TO BE ON TIME!

Spirituality at Prior's Mill CE Primary School

What Is Spirituality?

It is very difficult to put into words what 'spirituality' actually is because it is a very personal experience. It differs from person to person, and often spirituality changes within people during their lifetime. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith.

As a school, we have defined spirituality as:

"Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something 'bigger' outside of ourselves."

Teaching Opportunities and Strategies

At Prior's Mill we follow the Liz Mills approach to provide opportunities for spiritual development:

WINDOWS: giving children opportunities to become *aware* of the world in new ways; to **wonder** about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this children are learning about life in all its fullness.



MIRRORS: giving children opportunities to *reflect* on their experiences; to **think** about life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.



DOORS: giving children opportunities to *respond* to all of this; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.



We provide **WINDOWS** throughout our curriculum. Children reflect (**MIRRORS**) on their learning, experiences and global issues at our school and often identify **DOORS** for themselves. They may hear of a local issue or an international event and request to take action, through fund raising and raising awareness. We also work with the local community through local fundraising and other activities. We also take part in Comic Relief, Children in Need, as well as identifying other charities to support during the year.

We also use this format of Windows, Mirrors and Doors within our Collective Worship.

School staff can develop spirituality in school through:

Establishing and maintaining a partnership between pupils, parents and staff; recognising and respecting the faith background of the children and their families;

Taking part in, and supporting, collective acts of worship;

Being good role models in their conduct towards other members of the community;

Promoting an attitude of respect for other people and for others' views;

Nurturing consideration for and generosity towards others.

Drawing on the experiences of pupils and their families during religious education lessons and beyond;

Recognising and being constantly aware of the needs and backgrounds of each individual pupil;

Being willing to develop their own knowledge and understanding of the Christian faith and the faiths of others;

Having a positive attitude to the value of spiritual education;

Conducting themselves towards others considerately and respecting the views and beliefs of others in line with the Prior's Promise.

Pupils can do this through:

Taking an active part in acts of collective worship;

Participating in activities which promote the skills allowing them to engage in examination of and reflection upon religious belief and practice;

Conducting themselves towards others considerately and respecting the views and beliefs of others in line with the Prior's Promise.

Parents can help through:

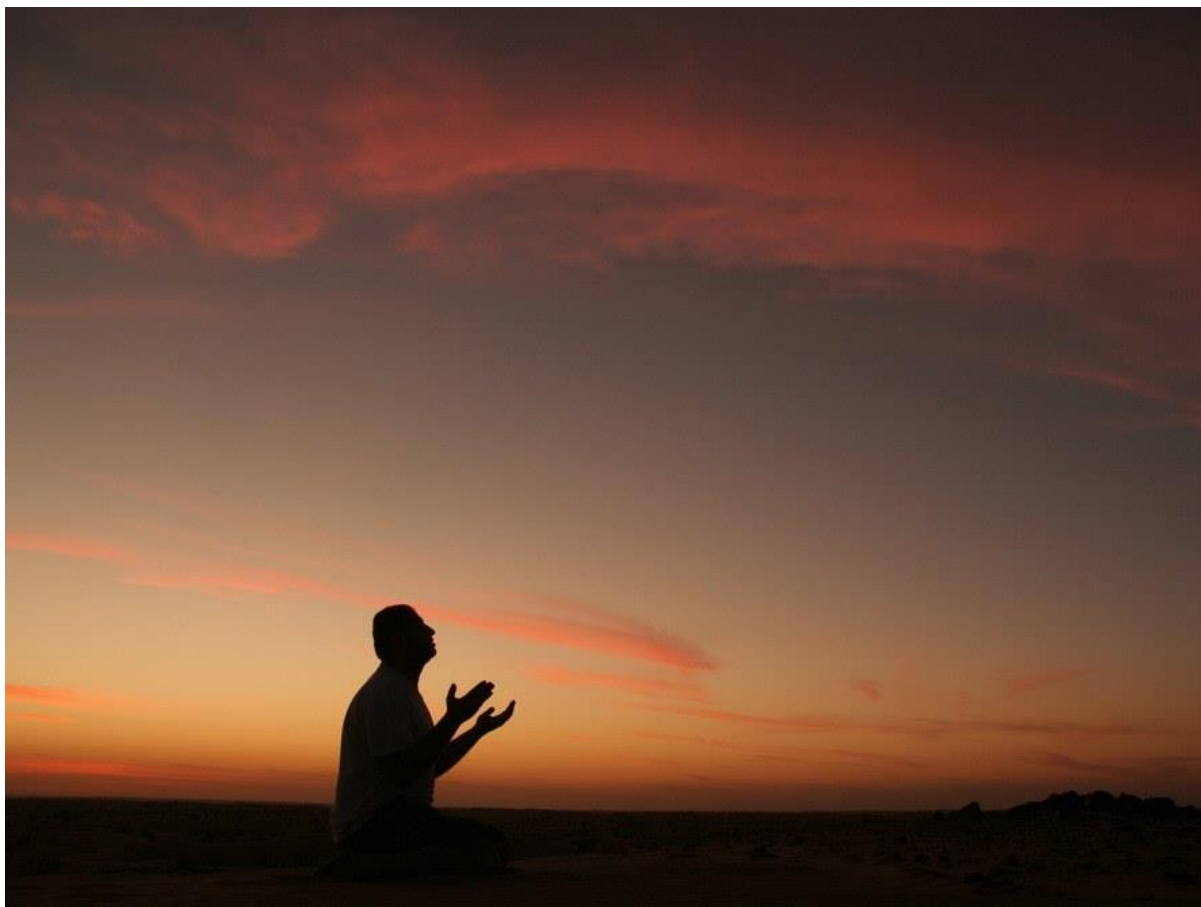
Adopting a positive attitude to the value of spiritual education;

Supporting the school's Christian ethos and acts of community worship such as assemblies and church services;

Respecting the views and beliefs of others;

Conducting themselves towards others considerately and respecting the views and beliefs of others in line with the Prior's Promise.

Worship Theme - Resilience



WE CAN DO IT!

Luke 18:1-5

This week, we are thinking about the idea of resilience – keeping going even when we encounter difficulties. It's not an easy thing to do, but it makes a huge difference especially if we develop it together. It's also something we can learn to get better at! We can develop resilience in our hearts and minds through practice, a bit like we develop muscles in our body when we exercise. If you can, why don't you stand up and do a quick exercise now! If we do this every day, we will get stronger in our bodies. Perhaps you find it easier to exercise with someone else alongside you.

Today's Bible story is about someone who tried to do something really hard and kept going You can read it here: <https://www.biblegateway.com/passage/?search=Luke+18%3A1-8&version=NIV> or watch a video of the story here: The Parable of the Persistent Widow - <https://www.youtube.com/watch?v=N0cCqlrxGns>

I wonder how the widow in the story felt about having to go back again and again? I wonder how you would have felt? I wonder if you have ever asked someone for justice and they wouldn't listen to you?



Resilience
The Courage to Come Back

“
When we learn how
to become resilient,
we learn how to
embrace the
beautifully broad
spectrum of the
human experience
Jaeda Dewalt

Class News



Thank you to Mrs Williams class for a super collective worship this week.

KEY DATES



Key Dates

Mr Farrell Drop In Tuesday Morning / Thursday Afternoon at Drop Off and Collection

Parent Consultation Wednesday 18th

Parent Consultation Wednesday 25th

***Items for the Harvest Hampers which pupils donate to the foodbank can be sent in at any time - any donations gratefully received.**



1 - And Finally...enjoy the weekend!

2-14--collective-worship-powerpoint-2023-10-06




What's happening
in the news this week?



Let's have a look at this week's

9th – 15th October 2023



Recognise, reflect, celebrate

God	Creation	Fall	People of God
Incarnatio	Gospel	Salvation	Kingdom of Go

© Picture News 2023



**October is Black History Month in the UK.
This year's theme is 'Saluting our Sisters'
- highlighting the role Black women have played in
shaping history, inspiring change, and building
communities in the UK. Commemorations will feature
Black women, who have made outstanding
contributions
to many areas including music, literature, fashion,
sport, business, politics,
and health care.**

Think together and talk



Think together and talk

What do you know about Black History Month?


Can you name any Black women who have made invaluable contributions to British society?

How do you think it might feel to have your contributions ignored, ideas appropriated (taken), and voices silenced because of your colour?




What does the Bible have to say?





Jesus set an example about how to live: loving God, loving your neighbour and putting others first.
The Bible teaches that the good news Jesus brings is for all people. Jesus' teachings challenged social structures and individuals that didn't include all people or were not fair.





Righteousness and justice are the foundation of your throne; love and faithfulness go before you.

Psalm 89:14



What do others think?



Despite the challenges, we persevere.
Despite the adversity, we not just survive but thrive. 

Cherron Inko-Tariah MBE
– author and consultant

Time to be quiet and to pray



Prayer

Dear God,
During Black History Month, help us to take
the time to recognise and reflect on the unfairness in
the past,
Thank you for all the amazing Black women and their
contributions to our society,
Help us to use our voices to challenge injustices,
Amen

Continue thinking



Key Stage 1 class discussion

Have you ever been ignored? What did it feel like?

In the past, some people were ignored because of their colour. What do you think about this?

Celebrate everyone in your class and make sure nobody feels ignored.

Key Stage 2 class discussion

How important is it to recognise what has happened in the past and reflect upon it?

What role do you think you have in ensuring everyone is heard?

Have you ever challenged anything that you felt was unfair and unjust?

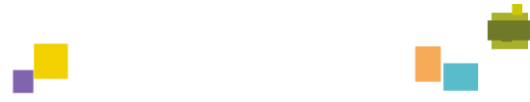


Time to worship



When I needed a neighbour
Click here for the hymn online

When I needed a neighbour
Were you there, were you there?
When I needed a neighbour, were you there?
And the creed and the colour
And the name won't matter
Were you there?



I was hungry and thirsty
Were you there, were you there?
I was hungry and thirsty, were you there?
And the creed and the colour
And the name won't matter
Were you there?





I was cold, I was naked
Were you there, were you there?
I was cold, I was naked, were you there?
And the creed and the colour
And the name won't matter
Were you there?




When I needed a shelter
Were you there, were you there?
When I needed a shelter were you there?
And the creed and the colour
And the name won't matter
Were you there?



When I needed a healer
Were you there, were you there?
When I needed a healer, were you there?
And the creed and the colour
And the name won't matter
Were you there?



Wherever you travel
I'll be there, I'll be there
Wherever you travel, I'll be there
And the creed and the colour
And the name won't matter
I'll be there





2 - The school appointed Beatrice Hanratty as Head Girl and Fletcher Foreman as Head Boy. Bradley Baron was appointed as Deputy Head Boy and Isabelle Zapalski was appointed Deputy Head Girl.

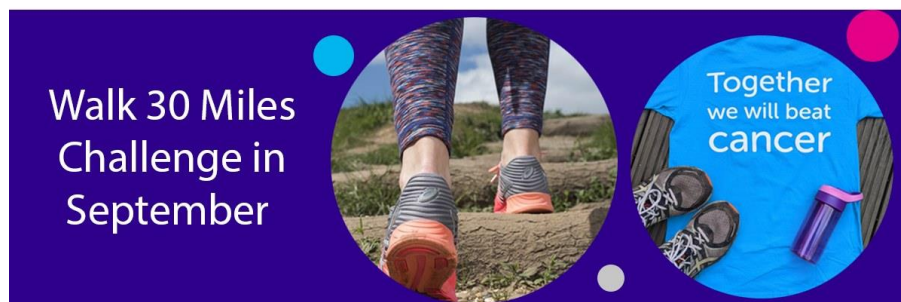
Thanks to Mrs Ann Hope for sharing this lovely message:

Our lovely lollypop man Peter, is raising money for Cancer Research for his wife Claire who is now in remission from lung cancer.

Peter has had both his knees replaced but he is planning to walk as much as possible to raise money.

He is such a lovely man and a great lollypop man

https://fundraise.cancerresearchuk.org/page/peters-giving-page-885?fbclid=IwAR3xfRJGBaXWIRctfTbvCYY70cU1FDoeJKYDqOjmlU104LYoYQuq_Oc-91M



3 - [Peter's Giving Page](#) Thanks for taking the time to visit my Giving Page. Cancer is happening right now, which is why I'm fundraising right now for Cancer Research UK. There's no time to lose! Donate to my page today and help bring forward the day when all cancers are cured. fundraise.cancerresearchuk.org

Contact Us



If you would like to contact us about anything in the newsletter or need an additional conversation then please don't hesitate to catch me outside on the yard or through making an appointment at the office.

Safeguarding

The school safeguarding policy is on the website and a paper version can also be requested from the office. Safeguarding is at the heart of all we do at Prior's Mill CE Primary School.

Prior's Mill C.E. Primary School

Clifton Avenue, Billingham. Stockton-on-Tees, TS22 5BX

Tel: 01642 650 426

Email: office@priorsmill.org.uk

Visit us on the web at <https://priorsmill.org.uk/>

School Vision

As an inclusive Church of England primary school, we welcome children and families of all faiths and none to be part of our school family which has a distinctly Christian character and ethos. At Prior's Mill, we encourage everyone to discover, flourish and grow in their talents, nurturing their God given gifts and potential. We work with passion to foster a love of learning, a love of community and personal resilience. Following in the footsteps of Jesus, we are a school where kindness, forgiveness, respect and honesty underpin our words and actions.

Biblical Narrative - The Parable of The Mustard Seed – Mark 4:30-32 (NIV)

“What shall we say the kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.”

School Values

We give our best - We are kind - We are honest - We are respectful - We forgive