



# Prior's Mill C.E. Primary School

## Newsletter September 20th 2024

*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 20.09.24*

## In This Issue



This week we include:

- **Message from Mr Linsley**
- **School Council**
- **Sporting Stars**
- **Digital Leaders - Parent Insight**
- **Attendance**
- **Worship Theme**
- **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)**
- **Contact Us**
- **Safeguarding**



## Heads Up!



Welcome back to Prior's Mill C of E, everyone! I hope you've all had a fantastic summer break and are ready to dive back into the school routine. For those new to our community, a warm welcome to you too!

I'm Mr Linsley, your Headteacher, and it's a true honour to lead this wonderful school. We're committed to being an integral part of our local community, and we don't take lightly the trust you place in us to nurture your children's learning and development. Our School Governors, Melrose Learning Trust, and staff are eager to work closely with you throughout the year to achieve the best outcomes for your children.

My office door is always open, and both Miss Huddart (our Deputy Head) and I are here to support you and your children. If you need to discuss anything, Mrs Hanson, our Pupil Welfare Officer, is available for appointments through the office.

We've got an energised team of staff ready to engage with pupils and families, ensuring a successful year ahead. As Headteacher, I'm ambitious about providing our pupils with a wealth of opportunities and experiences, alongside quality teaching. You'll have the chance to speak with class teachers at our upcoming 'Parent Consultation Evenings' before half term, or you can catch them at pick-up time. Alternatively, feel free to make an appointment at the KS2 office or via email at [office@priorsmill.org.uk](mailto:office@priorsmill.org.uk).

There's so much to celebrate already! Our Y6 pupils had a fantastic residential trip (I can still hear Miss Gordon's screams from the Giant Swing!). Mr Ainsley has been leading some brilliant Lego building and computer coding sessions, while Mr Macdonald, now full-time with us, has been delivering great PE sessions and after-school clubs.

Our Nursery children have made a brilliant start, and spaces are filling up quickly, so please speak to Miss Noble or the office if you need a place this year. Reception children have been earning plenty of praise and rewards for their fantastic start, impressing Miss Thompson, Miss Wilbraham, and Mrs Rodgers.

In KS1, we've been treated to beautiful singing in worship, Y2 pupils have been busy making models, and Y1 have enjoyed fun PE sessions. Our KS2 pupils are engrossed in new topics, with Y6 exploring leadership opportunities like Sports Leaders, House Captains, School Council Members, Worship Group Members, Eco Team, and Head/Deputy Girl and Boy.

We'd love to hear about your children's achievements outside of school too. Feel free to send in pictures or stories for our regular newsletter.

On a more serious note, I need to inform you about some changes to our attendance policy. The Government now requires schools to unauthorise any term-time holidays, regardless of the reason. While I understand there may be special circumstances, we're bound by strict rules and are being encouraged to fine parents for excessive absences. I believe in working with our families, so please don't hesitate to contact myself or Mrs Hanson with any questions. Mr Ward, CEO of the Melrose Learning Trust, will be resending a letter explaining these new attendance rules.

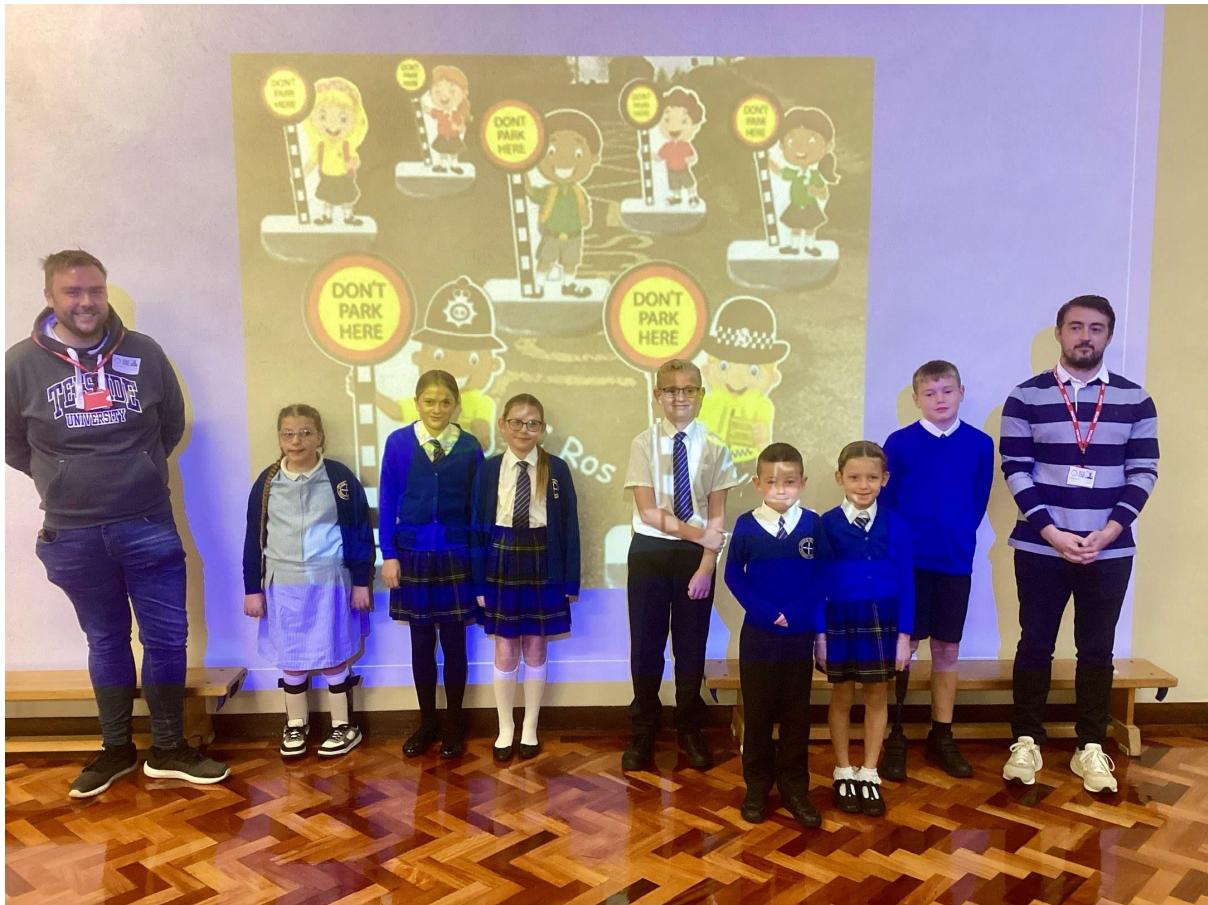
Here's to a fantastic year ahead at Prior's Mill C of E!

Richard Linsley

Headteacher

And Finally..... Best Wishes to Both Teams in the Wear / Tees game this weekend may the best team (Hopefully Sunderland) win!!!





1 - WE had a visit from Councilor's Marcus Vickers and David Reynard, They have supported school in purchasing some no parking signs for outside of the main entrance that you may have seen this week.

We have purchased 2 Police and 2 pupils. We are going to hold a competition to name the signs - look out for the competition entry form next week.



*2 - Breaking News - Head Girl / Boy and Deputy Girl/Boy have been announced today.*

*Congratulations to:*

*Holly - Head Girl and Henry - Head Boy*



## **EMERGENCY HELP DURING THE WEEKEND / HOLIDAYS**

During the weekend / holidays, whilst your children are playing outside with friends, we would recommend that your child knows where to go to for help if they need it. This might be a grandparent or family friend, as well as at home. It is important that your child knows how to call the emergency services for help.

We have been advised that you talk to your child about risk-taking behaviour and the potential consequences of any decisions that they make whilst away from home. Give your children the confidence to say “no” to taking part in any risky or anti-social behaviour with their peers.

Of course, we want the children to enjoy the weekend and part of that is becoming more independent from parents; however, we want all our children to return to school fit, well and safe after the weekend.

**If a child or young person is in crisis and in need of urgent mental health support, please contact the local TEWV Mental Health Crisis Team on 0800 0516 171.**

**The Children’s Hub is the first point of contact for anyone who has a concern about the welfare or safety of a child or young person.**

The Children's Hub

Stockton: 01642 130080

[childrenshub@hartlepool.gov.uk](mailto:childrenshub@hartlepool.gov.uk)

## **Crisis support line**

If someone you know, is experiencing a mental health crisis call NHS 111 and select the mental health option.

Billingham & Stockton Borough Foodbank

4-6 West Precinct

Billingham Town Centre

Billingham TS23 2NH

07583 575522

<https://billinghamstocktonborough.foodbank.org.uk>

[info@billinghamstocktonborough.foodbank.org.uk](mailto:info@billinghamstocktonborough.foodbank.org.uk)

If you have any welfare or safeguarding concerns relating to a child in school during term time, please do not hesitate to contact –

**Mrs ALLISON HANSON**



**PUPIL WELFARE & SAFEGUARDING OFFICER**

Prior's Mill C/E Primary School

Billingham TS225BX

01642 650426

[office@priorsmill.org.uk](mailto:office@priorsmill.org.uk)

We are supporting a new business for children aged 0-4.



**Bespoke Educational classes for Birth - 4yrs, which are planned & delivered by an experienced Early Years teacher.**

Based in Robinson House Business Centre, West View Road, Hartlepool, TS24 0BW

- **Baby Massage** Fully trained & qualified instructor
  - **Story & Rhyme** Meeting the requirements of the
  - **Move & Groove** Early Years Framework Birth to 5 &
  - **Sensory Play** Development Matters.
- And MORE!**

**Are you looking for fun & educational classes for your little one?**

**Do you want new ways of supporting your child to meet their developmental milestones?**

**Do you want to meet other parents in a friendly environment?**

**Then look no further & book onto a Lavender Early Learning Academy class today!**

Contact us via [www.lavenderearlylearningacademy.co.uk](http://www.lavenderearlylearningacademy.co.uk)



Facebook & Instagram ~ Lavender Early Learning Academy or email [LavenderELAcademy@mail.com](mailto:LavenderELAcademy@mail.com)



# A little bit about our classes



Little  
Lavenders  
stage 1

Little  
Lavenders  
stage 2

- **Baby Massage**
- **Sensory Play**
- **Messy Play**
- **Chit Chat & Play**
- **Baby Disco**

Places are limited & prebooking required.

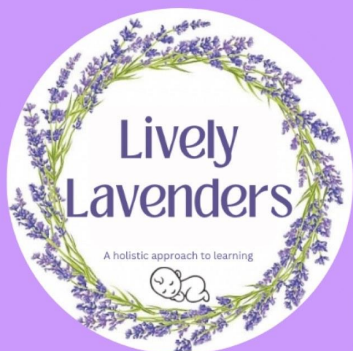
Message us for more info or to book a place.

age 0-  
6/7months  
(crawling)

Suitable for babies from birth to rollers, once your little one has the ability to crawl we would suggest they move into the older group in order to be able to continue to meet their developmental needs.

6/7months  
crawling -  
cruising

Suitable for crawlers to cruisers and once they are up and off on their feet then its time to graduate into Lively Lavenders! This ensures the program meets their needs and provides further activities for them to engage in.



Lively  
Lavenders  
stage 1

Lively  
Lavenders  
stage 2

Lively  
lavenders stage  
3

- **Story & Rhyme time**
- **Move & Groove**
- **Sensory Play**
- **Chit Chat & Play**
- **Messy Play**
- **Arts & Crafts**

Places are limited & prebooking required.

Message us for more info or to book a place.

Cruising to  
2years

For all our newly fledged toddlers! Here we find more interactive sessions with additional resources to enhance the play (and learning) experiences.

2 years – 3  
years

Now our little learners are fully fledged toddlers and they are ready to explore the world further, this time on their feet! The possibilities are endless for the fun we can have.

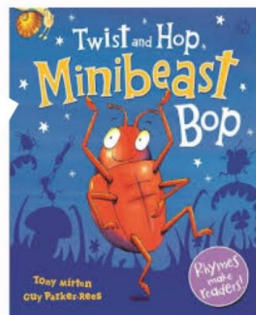
3 years – 4  
years

Our oldest class at Lavenders; here we prioritise supporting their nursery curriculum and preparing our learners for the next steps in their development – the biig world of school. Nothing to fear, we at Lavenders can support with the development of these skills.





**IS YOUR LITTLE ONE MAD  
ABOUT MINIBEASTS?  
DO THEY LOVE A STORY?  
LOVE TO DANCE?  
LOVE TO SING NURSERY RHYMES?  
WHY NOT JOIN US FOR  
THE MINIBEAST BOP!  
STORY & RHYME CLASS**



**£7 .50 ~ (ADMITS 1 ADULT & 1 CHILD)  
FANCY DRESS OPTIONAL**

**NOW TAKING BOOKINGS!**

**LIMITED PLACES - MUST BE PREBOOKED  
MESSAGE TO SECURE YOUR PLACE**



## School Council



**School Council representatives will be needed from each year group this year - if you would like to get involved then take part in the elections starting soon.**

## Sporting Stars



Well done to Jacob in Y6 who has been selected to represent Teesside Lions U12 Basketball team who play in the Durham League.

A fantastic achievement Jacob - Good Luck!





3 - Great Pic!

Digital Leaders





4 - This week I have included a parent fact sheet about upsetting content and whatsapp . 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*

***We are looking for some new Digital Leaders please see me if you are in Y6 and are interested in the role.***



...MSG ME...

**WHAT ARE THE RISKS?**

**What Parents & Educators Need to Know about**

# WHATSAPP

With more than two billion active users, WhatsApp is the world's most popular messaging service. Its end-to-end encryption only allows messages to be viewed by the sender and any recipients: not even WhatsApp itself can read them. The UK's Online Safety Bill proposes to end such encryption on private messaging, but for the time being, this controversial feature remains.

AGE RESTRICTION

**13+**

**EVOLVING SCAMS**

WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's child, requesting a money transfer because of a spurious 'emergency' – plus a scam where fraudsters trigger a verification message by attempting to log in to your account, then (posing as WhatsApp) call or text to ask you to repeat the code back to them, giving them access.

**CONTACT FROM STRANGERS**

To start a chat, someone only needs the mobile number of the WhatsApp user that they want to message. Therefore, if a child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that the child might be added to a group chat or community (by one of their friends, for example) containing other people that they don't know.

**CHAT LOCK**

In 2023, WhatsApp introduced a feature that lets users keep their chats in a separate 'locked chats' folder, saved behind their phone's passcode, fingerprint or face ID authentication. They subsequently developed an additional feature – 'Secret Code' – where users set a unique password for their locked chats. Unfortunately, this function creates the potential for young people to hide conversations and content they suspect their parents wouldn't approve of (such as age-inappropriate material).

**COMMUNITIES AND GROUPS**

A community is a collection of related groups on WhatsApp. They can consist of thousands of users. Communities can often be used by scammers to target large groups, hoping someone clicks on their link or responds to their requests. In communities and groups, there are multiple ongoing conversations, which results in pressure to respond. Members – even if they are not each other's contacts – will be able to see any messages sent into the group.

**'VIEW ONCE' CONTENT**

The ability to send images or messages that can only be viewed once has led to some WhatsApp users sharing inappropriate material or abusive texts, knowing that the recipient can't re-open them later to use as evidence of misconduct. People used to be able to screenshot this disappearing content – but a recently added WhatsApp feature now blocks this, citing protection of privacy.

**FAKE NEWS**

WhatsApp's connectivity and ease of use allows news to be shared rapidly – whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a "Forwarded many times" label and a double arrow icon. This makes users aware that the message they've just received is far from an original – and might not be entirely factual, either.

**VISIBLE LOCATION**

WhatsApp's 'live location' feature lets users share their current whereabouts, which can be helpful for friends meeting up or parents checking that their child is safe while out, for example. However, anyone in a user's contacts list or in a mutual group chat can also track their location – potentially letting strangers identify a child's home address or journeys that they make regularly.

## Advice for Parents & Educators

**EMPHASISE CAUTION**

Encourage children to treat unexpected messages with caution: get them to consider whether it sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages. Setting up two-step verification adds a further layer of protection to their WhatsApp account.

**ADJUST THE SETTINGS**

It's wise to change a child's WhatsApp settings to specify which of their contacts can add them to group chats without needing approval. You can give permission to 'My Contacts' or 'My Contacts Except...'. Additionally, if a child needs to use 'live location', emphasise that they should enable this function for only as long as they need – and then turn it off.

**DISCUSS GROUP CHATS**

Make children aware that there could be members of a group that they don't know well and that words can be misinterpreted. Encourage them to leave a good impression, to avoid joining in if conversations turn towards bullying, and to respond to such situations in an appropriate way. Make sure they know that it's OK to leave a group chat if it makes them uncomfortable – or for any reason, in fact.

**THINK BEFORE SHARING**


Help children understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy – and all too common – for content that a user posts to be shared more widely, even publicly on social media. Encourage children to consider how an impulsive message or forwarding might damage their reputation or upset a friend who sent something to them in confidence.

**CHAT ABOUT PRIVACY**

Check in with the child about how they're using WhatsApp, making sure they know you only have their safety at heart. If you spot a 'Locked Chats' folder, you might want to talk about the sort of content they've stored in there, who they're talking to, and why they want to keep these chats hidden. Also, if children send any 'view once' content, it could be helpful to ask them why.

**Meet Our Expert**

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





...HEY OSC


**#WakeUpWednesday**


The National College

Source: <https://blog.whatsapp.com/an-open-letter> | <https://faq.whatsapp.com/1077018839582332> | [https://faq.whatsapp.com/361005896189245/?helpref=hc\\_inov](https://faq.whatsapp.com/361005896189245/?helpref=hc_inov) | <https://www.whatsapp.com/security> | <https://blog.whatsapp.com/chat-lock-making-your-most-intimate-conversations-even-more-private> | <https://www.aura.com/learn/whatsapp-scams>

 @wake\_up\_weds

 /www.thenationalcollege

 @wake.up.wednesday

 @wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Release date: 20.09.2023 Last reviewed: 30.05.2024



# 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 military conflicts around the globe, 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.



### 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 response. 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.



### 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.



### 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.



### 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.



### 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.



### 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.



### 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.



### 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.



### 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.



### 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.



## 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.



Source: <https://www.bbc.com/news/health-61047006> | <https://www.childrens.com/eng/supporting-your-child-with-upsetting-content/> | <https://www.netpage.com/parenting/parents-talk-your-children-about-conflict-and-war>

**NOS** National Online Safety®  
#WakeUpWednesday

[@natonlinesafety](https://www.facebook.com/natonlinesafety)

[/NationalOnlineSafety](https://www.facebook.com/NationalOnlineSafety)

[@natonlinesafety](https://www.instagram.com/natonlinesafety)

[@national\\_online\\_safety](https://www.tiktok.com/@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: 18.10.2023



## What Parents & Educators Need to Know about

# SNAPCHAT

AGE RESTRICTION  
**13+**



### SCAMS AND BLACKMAIL

Predators can exploit Snapchat's disappearing messages feature by, for example, telling a user they have naked photos of them (regardless of whether it is true or not) and will share them online unless they send them money. Teens then (understandably) panic and worry about the long-term consequences. Snapchat's own research found that 65% of teenagers had experienced this – either on this app or others.

### EXCESSIVE USE

Snapchat works hard on user engagement, with features like streaks (messaging the same person every day to build up a high score). The app also has sections called 'Discover' and 'Spotlight'. It claims the content shown here is relevant to each user, but it could also be seen as an easy way to hook users into watching videos endlessly. Furthermore,

### INAPPROPRIATE CONTENT

Some content on Snapchat simply isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.



### ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

### ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beauty' effects on photos can set unrealistic body image expectations – creating feelings of inadequacy if a young person compares themselves unfavourably with other users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

### VISIBLE LOCATION

A feature called 'SnapMaps' highlights your device's exact position on a virtual map, which is visible to other users. There are options to restrict who can see this information: all friends, selected friends or just you. Snapchat also has real-time location sharing, which is intended as a buddy system to help friends keep track of each other – but it could also be used to track a young person for more sinister reasons.

## Advice for Parents & Educators

### SET CONTROLS VIA FAMILY CENTRE

Snapchat has parental controls called 'Family Centre'. You must invite a child to the Family Centre for them to join. This allows you to view their friends list, see who they have chatted with in the last 7 days (but not to view the specific messages) and report any concerns.



### TALK ABOUT REAL LIFE SCAMS

If a young person is mature enough to have Snapchat, then they are mature enough to have a conversation about scams, nudes and blackmail. Have this discussion before you let them join. Share some real-life examples. Discuss the importance of never adding strangers and discourage them from sharing nudes. If they are lured into a scam, encourage them to tell you immediately, then block and delete the predator and screenshot any evidence.



### DISCUSS AI

Although My AI's responses can often give the impression that it's a real person, it's essential that young people remember this certainly isn't the case. Encourage children to think critically about My AI's replies to their questions: are they accurate and reliable? Remind them that My AI shouldn't replace chatting with their real friends, and that it's always better to talk to an actual person in relation to medical matters.



### CHAT ABOUT CONTENT

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it's important to talk openly and non-judgementally about sexting. Remind children that once something's online, the creator loses control over where it ends up – and who else sees it. Likewise, it's vital that children understand that some 'challenges' which become popular on the platform may have harmful consequences.



### KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Snap Stories are visible to everyone a user adds unless they change their settings. On SnapMaps, their location is visible unless Ghost Mode is enabled. It's safest for a child to avoid adding people they don't know in real life – especially since the addition of My Places, which allows people to see where users regularly visit.



### BE READY TO BLOCK AND REPORT

If a stranger does connect with a child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, the child can select the three dots on that person's profile and report or block them. There are options to state why they're reporting that user – such as annoying or malicious messages, spam or masquerading as someone else.



### Meet Our Expert

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



**#WakeUpWednesday**

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/snapchat-2021>

@wake\_up\_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Release date: 17.05.2023 Last reviewed: 31.05.2024



## Attendance Matters



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.

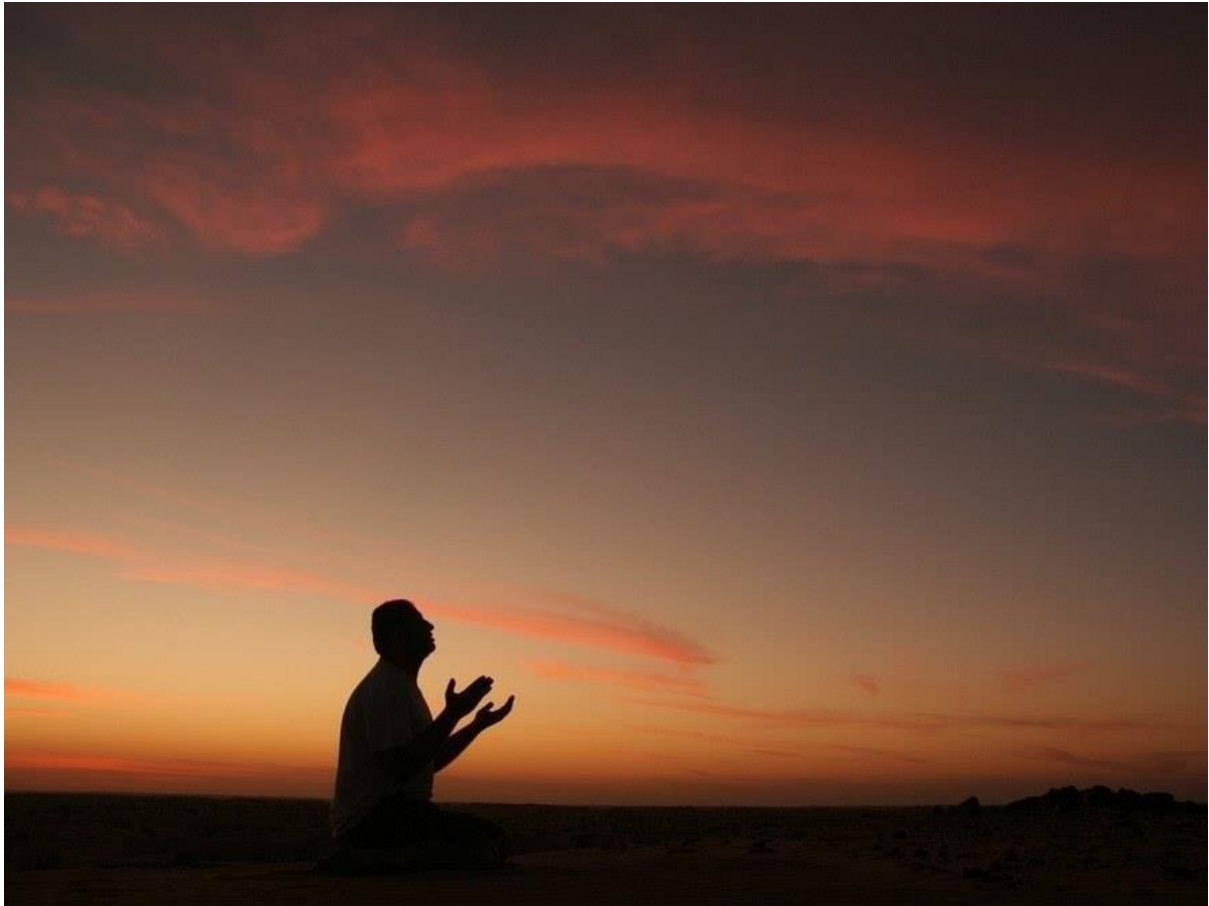
**Current School Attendance is 95% this is below the DFE target of 96%.**

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.

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



## Worship Theme - The Words of Jesus - Being Wise



### BEING WISE: THE WORDS OF JESUS

#### Matthew 7:24-29

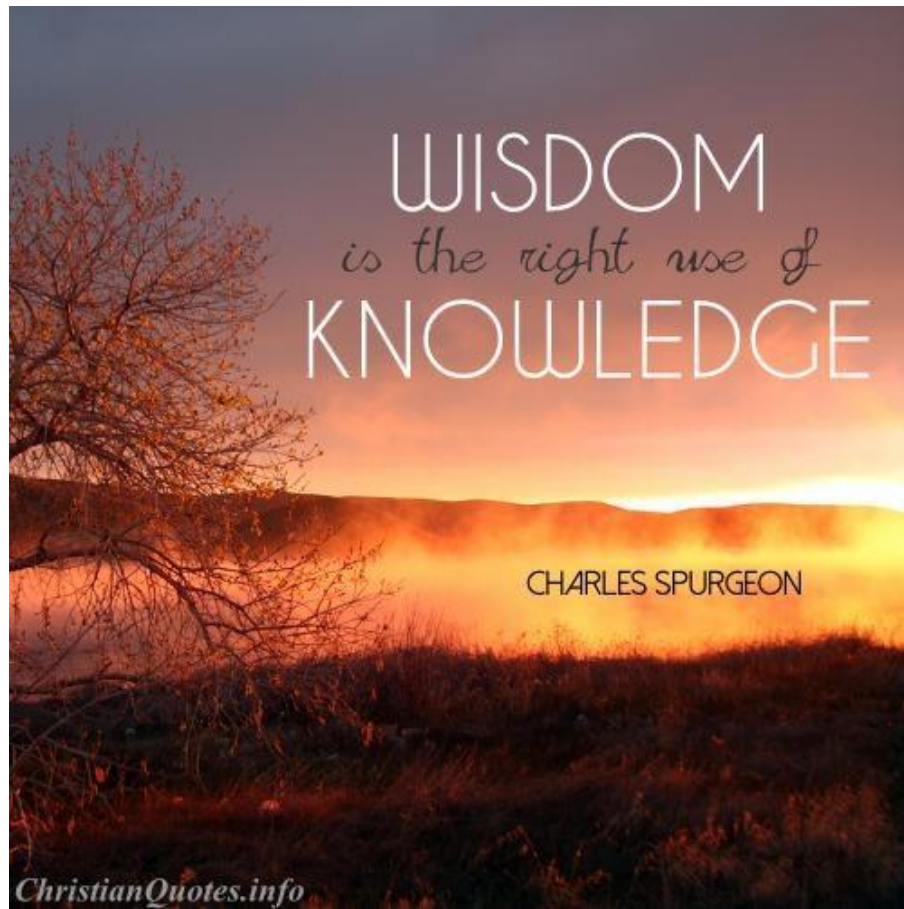
Show a picture of a sandcastle and spade. How many of you went to the beach and built sandcastles or dug huge holes in the sand? Did anyone try to beat the tide and build a wall or mound to try and stop the water? Did you succeed? The water always wins; it always knocks the sandcastles down eventually.

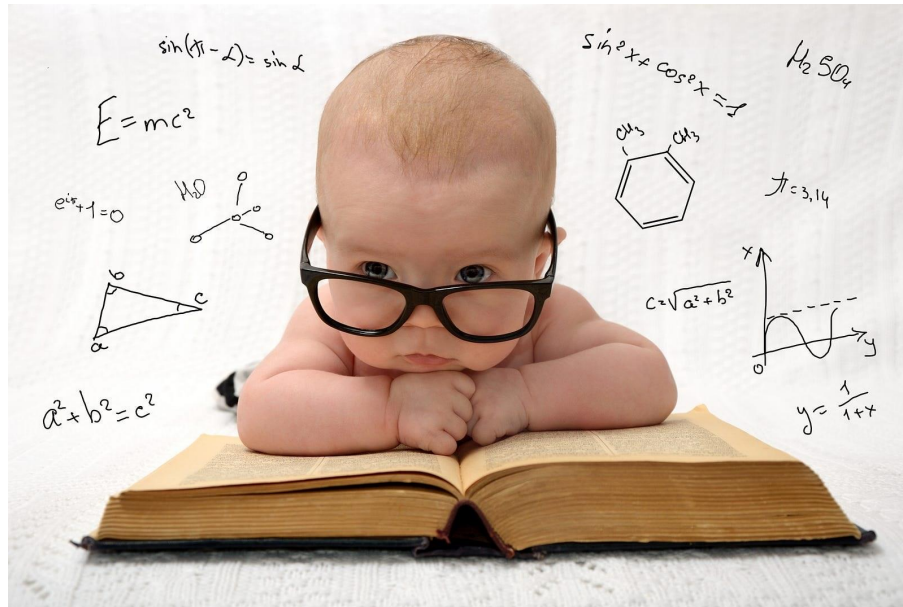
Jesus told a story in the Bible about two house builders.

<https://www.youtube.com/watch?v=is9Rt29v01M> tells the story of the wise and foolish men in an African context or tell the whole story from the Bible (act it out or use props/images to support your retelling).

I wonder if the story is just about building a house on good foundations? I wonder why Jesus told this story? God says those who listen to his words and put them into action are like the wise man. I wonder what it means to be wise? (More than just knowledge) The Bible is full of wise sayings to help us today.

I wonder how you are going to be wise today?





## Class News



Fantastic Banana Bread at After-School Club! Well Done Mrs Hitchen and After-School Club!

















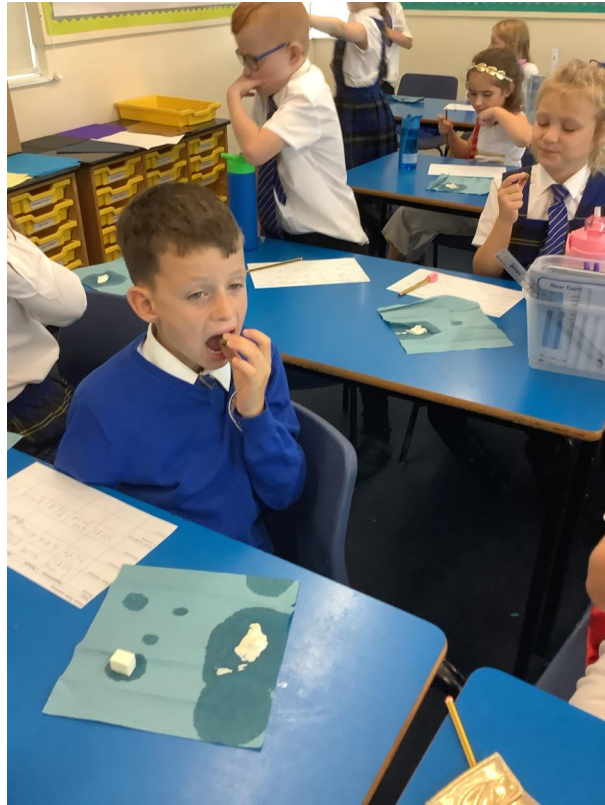
*5 - Awesome Job Henry - First Headteacher Sticker of the New School Year!*

Year 4 have enjoyed their Greek day today. We loved seeing the costumes that the children were wearing. The children have completed some Greek mosaics, tasted Greek food (we were not keen on the olives!) and learnt a little bit about the Olympics. We are looking forward to learning more about Ancient and Modern Greece.



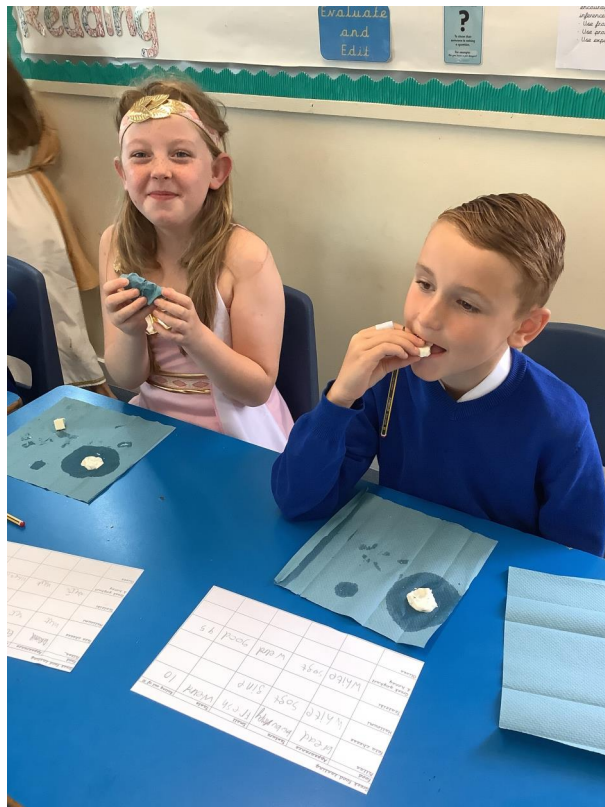
















## Key Dates



### *Key Dates*

Parent Consultations - week beginning 7/10/24 and 14/10/24

Half-Term - Friday 25th October

## Picture News













What’s happening  
in the news this week?



Let's have a look at this week's

16th – 22nd September 2024

### Capture the moment

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

The Wildlife Photographer of the Year shortlist has recently been announced, with just 100 photos left in the competition, following a record-breaking 59,228 entries! The winners will be revealed on 8th October and displayed in the Natural History Museum in London. To celebrate its Diamond Jubilee (60 years) this year, the competition has also introduced a new Impact Award to recognise conservation successes and stories of hope.

Think together  
and talk



Think together and talk

Think about a photograph you have at home or school. What is in the photograph? When was it taken? Who took it? How does it make you feel?

Have you ever seen a photograph that made you say 'WOW!' Perhaps it took your breath away or sparked your curiosity? Share your experience.





## What does the Bible have to say?



God created the world and everything in it. The views that take our breath away, the places we can explore, the unique plants and animals and the wonderfully different people. Photographs can help us capture some of the world's beauty. We can also take the time to see, hear, smell, feel and live the beauty, embracing the moment and capturing the memory without a photograph at all.

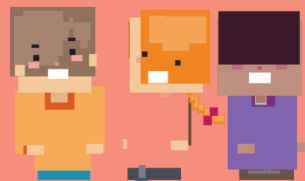


God saw all that he had made,  
and it was very good. And  
there was evening, and there  
was morning—the sixth day.

Genesis 1:31



## What do others think?





**For me, the subject of the  
picture is always more  
important than the picture.**

Diane Arbus - photographer

**Time to be quiet  
and to pray**



**Prayer**

**Dear God,**

**Thank you for the beautiful world and everything  
in it,**

**Thank you that we can capture wonderful,  
incredible, inspiring moments,**

**Help us care for the world so we can share in its  
joy now and for many years to come,**

**Amen**

**Continue thinking**



## Key Stage 1 class discussion

Gather some photographs of the natural world - places, plants or animals. Work in pairs or small groups. One person describes the photograph whilst the others try to imagine it. What questions do you have?

Share the photo. Is it as you imagined? How does it make you feel?

## Key Stage 2 class discussion

Discuss why photographs are important e.g., we can learn about the past, connect with the world, capture a special moment.

Do you have a photograph that is particularly important to you?

Do you think there are any drawbacks to photographs? Do they always give a true impression? Can taking a photograph take away from experiencing the moment?

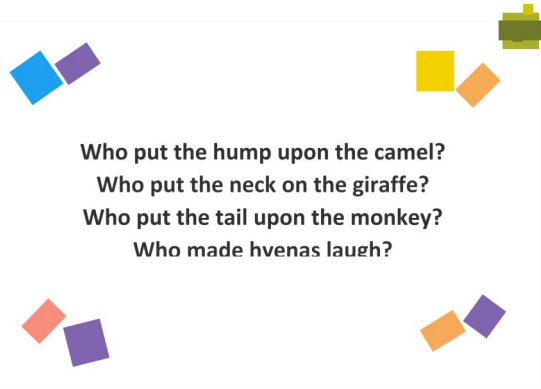
## Time to worship

Who put the colours in the rainbow?  
Click here for the hymn online

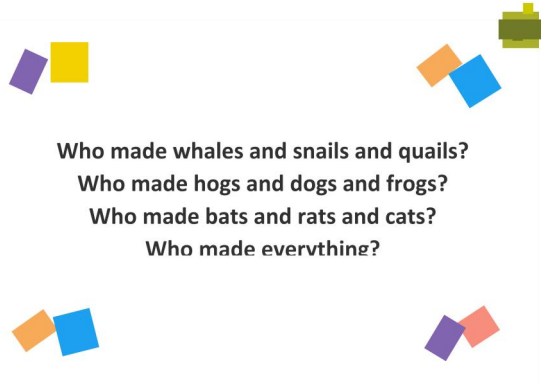


Who put the colours in the rainbow?  
Who put the salt into the sea?  
Who put the cold into the snowflake?  
Who made you and me?

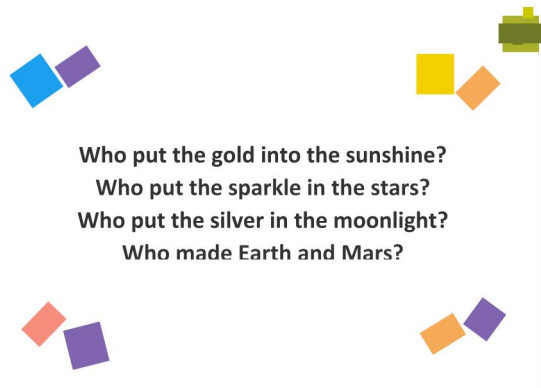




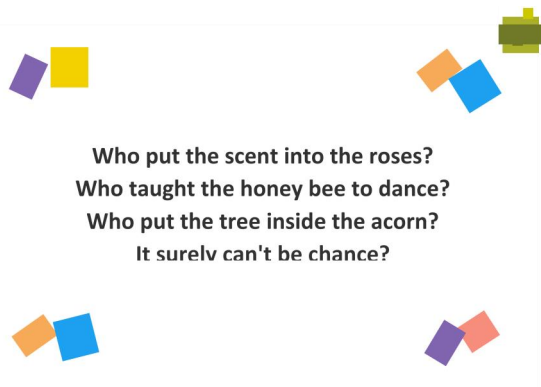
Who put the hump upon the camel?  
Who put the neck on the giraffe?  
Who put the tail upon the monkey?  
Who made hvenas laugh?



Who made whales and snails and quails?  
Who made hogs and dogs and frogs?  
Who made bats and rats and cats?  
Who made evervthing?



Who put the gold into the sunshine?  
Who put the sparkle in the stars?  
Who put the silver in the moonlight?  
Who made Earth and Mars?



Who put the scent into the roses?  
Who taught the honey bee to dance?  
Who put the tree inside the acorn?  
It surelv can't be chance?

Who made seas and leaves and trees?  
Who made snow and winds that blow?  
Who made streams and rivers flow?  
God made all of these!

## Paris Paralympics 2024 Special

Let's look at the story

What's happening  
in the news?



Let's have a look at the poster

Paralympics 2024



**Zakia Khudadadi, part of the Refugee Paralympic Team, made history at the Paris 2024 Paralympic Games, by After escaping her home country of Afghanistan in 2021, winning the team's first-ever medal in Para taekwondo.**





**Zakia showcased incredible resilience, dedicating her bronze medal to refugees worldwide. “I hope this medal will make a difference for refugees [...] and for all the women and girls with disabilities who find it difficult to take up sport,” she said. Zakia also had the honour of carrying the team’s flag at the closing ceremony.**

**Learn more about this story here.**

**Watch the useful video here.**

© Picture News 2024

**Read through the information found below, which shares more about refugees and**

## Who are refugees?

A refugee is a person who has been forced to leave their home country because it is not safe for them to live there. This can be to do with their race, religion, nationality or political opinion.

Refugees seek protection in other countries where they hope to find safety and have their basic human rights respected. They often

face significant challenges in rebuilding their lives but are protected under international law by the 1951 Refugee Convention.

**the Refugee Paralympic Team.**



## Who competed in the Paris 2024 Paralympic Team?

The Refugee Paralympic Team (RPT) at the 2024 Paris Paralympics included eight athletes from various countries, competing in sports such as Para athletics, Para powerlifting, Para table tennis, Para taekwondo, Para triathlon, and wheelchair fencing.



Notable athletes include Zakia Khudadadi, who won a historic bronze in Para taekwondo, and Guillaume Junior Atangana, who also won bronze in Para athletics. The team represents hope and perseverance for refugees worldwide, showcasing resilience through sport.

President of the International Paralympic Committee, Andrew Parsons, said of the team, 'Each of these athletes has overcome tremendous odds to get here and has a compelling message to share with the world.'

They are all great sports champions.'

© Picture News 2024



Main question

What can we learn from the stories of others?

Listen

Think

Share

## Useful Weblinks

News story: <https://olympics.com/en/news/paralympic-games-paris-2024zakia-khudadadi-refugee-teamhistoric-medal>



- Look at the poster image and share what you know about Useful video: the Paralympic Games. Did you watch any of the coverage? [https://youtu.be/Az\\_q0ii-Aps](https://youtu.be/Az_q0ii-Aps)
- Read through the information found on the resource, which shares more about refugees and the Refugee Paralympic Team.
- These athletes have overcome huge obstacles to compete in their sports at the highest level. How might sport help them feel stronger and more confident?
- Why do you think Zakia and her teammates want to inspire other refugees and people with disabilities?
- Watch the useful video, which explains more about Zakia's journey to becoming a Paralympian. What do you think helped her to keep going, even when things were tough?
- How can we use what we've learned about these athletes in our own lives?

Share your thoughts and read the opinions of others [www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

© Picture News 2024



## 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.***

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

Tel: 01642 650 426

Email: [office@priorsmill.org.uk](mailto:office@priorsmill.org.uk)

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

### 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.**

### 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