

BOORLEY PARK NEWSLETTER 17

HEADTEACHER'S MESSAGE

It's been wonderful to see our school community full of energy and enthusiasm towards their learning this week. This term promises to be a busy one, with lots of new learning opportunities for the children. Our staff have been working hard to plan engaging and creative lessons that will inspire curiosity and help every child reach their full potential. As a staff team, we have thought carefully about how resources can be used to both support and challenge children's thinking, particularly in maths.

We have been focusing on developing high quality hands-on activities and learning tasks in our commitment to ensuring all children enjoy and benefit from their learning experiences. We want all children to feel appropriately supported and challenged. Over the coming weeks, we'll continue to be focusing on building positive relationships, reinforcing our core values and celebrating our successes as a school. We encourage you to continue supporting your child's learning at home and to stay engaged with all the wonderful activities and events that will be taking place through SeeSaw.



INSPIRING MINDS

This week in Year 1, we had an exciting time learning about London, the capital city of England. We explored this in History and Geography too. The children used a variety of resources including books, videos, and even Google Maps to discover some of London's fascinating geographical and human features. Using Google Maps, children enjoyed a virtual tour, spotting famous landmarks such as the London Eye and Tower of London. They learned about iconic landmarks such as the River Thames, its role in the Great Fire of London and its significance to the city today. To record their discoveries of London, the Year 1 children enjoyed making observational drawings of what they found.



NURTURING FUTURES

As part of our continued engagement with the PINS Project (Promoting the Inclusion of Neurodiversity in Schools), last week we had an external visitor conduct a sensory audit of our environment. We are really pleased that the outcome shows the carefully considered environments that we have across the school that support all children.

This ranges from the design and set up of classrooms, safe spaces provided for children to access when required and access to resources and equipment that help children to be regulated.

We are continuing to work with the SEND advisors as part of this and encourage parents and carers to join the parent workshop on Thursday 23rd January at 9am. Please also remember that we are here to help.

Mrs Carpenter, our Family Support Worker, is always willing to offer a listening ear or space to talk.



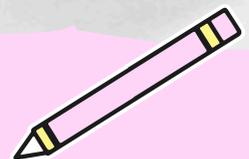
STRENGTHENING COMMUNITY

Embrace the Great Outdoors Challenge!

As we begin a new year, we invite families to embark on a fun and invigorating challenge: the "Get Outside" initiative! This month, we encourage you to step into nature and discover the wonders in our local environment around Boorley or the nearby trails and parks. We are challenging our Boorley community to set a goal to spend some time outdoors, whether it's a nature walk, going to the park or simply enjoying the fresh air while playing games. Share your adventures with us by sending in photos and stories of your outdoor experiences on SeeSaw. As a school, we want to nurture a love for the environment and feel the benefits from time spent outdoors.



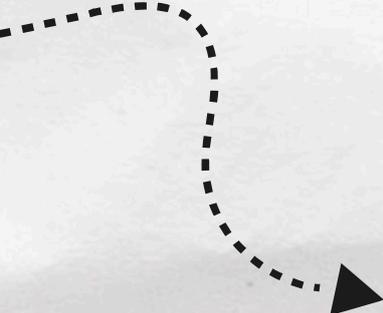
[WWW.BOORLEYPARKPRIMARY.ORG](http://www.boorleyparkprimary.org)



SAFEGUARDING NOTICES

Following a concern that was raised regarding adults on the MUGA handing out hot chocolate to children we thought we would share the following information with you. Youth options run their detached work on a Wednesday evening and they usually base themselves on the MUGA or at the Sports Pavilion. The Youth Workers (alongside their uniform) carry ID and should always be in pairs. Youth Options began their work last year and this is the post that the Parish Council posted on social media:

Botley Parish Council are pleased to announce the start of an exciting new partnership with Youth Options. The Youth Options team will be focusing on street based youth work, starting off around the Boorley Park estate. Over the next few weeks, as they get to know the area, you should expect to see them around the MUGA, Sports Pavilion and play areas. They offer youth the chance to get involved with sports, games, activities, workshops or can just be there for a chat. They will be recognisable by their uniforms - bright blue coats/hoodies and orange backpacks and we would encourage you to let your children know who they are and what to look out for. You can find out more about Youth Options and their work at <https://youthoptions.org.uk/what-we-do/prevention/>



KEY DATES



January 2025

Thursday 23rd January - 9:00am-Promoting the Inclusion of Neurodiversity in Schools Parent Workshop
Friday 24th January - Year 2 Trip to Blue Reef Aquarium

February 2025

Tuesday 4th February 2:45-3pm Year 3 Parent Workshop - In the Hall
Wednesday 5th February 9:30-10:00am Year 2 - Fox Class - In the hall
Thursday 6th February 9:30-10:00am Year 2 - Hedgehog Class - In the Hall
Thursday 6th February 3:00-3:15pm Year 4 Parent Workshop - In the hall
Friday 7th February 3:00-3:15pm Year 5 Parent Workshop - In the hall
Monday 10th February 3:30pm-7.00pm Parents Evening
Wednesday 12th February 3:30pm-5:30pm Parents Evening
Thursday 13th February Year 4 Trip to Winchester Cathedral

Friday 14th February INSET day - School closed to all pupils

Monday 17th February – Friday 21st February Half Term

Monday 24th February – First Day of Term

March 2025

Thursday 6th March - World Book Day
Friday 7th March 2:30pm Year R Afternoon tea for someone special - In the hall
Thursday 13th March Year 3 Trip to Staunton Country Park
Wednesday 19th March 1:30-1:45pm Listen2Me Violin concert for Wren Class – In the hall
Thursday 20th March 2:30-3:15pm Year 1 Parent Workshop–Sewing - Year 1 classrooms
Friday 21st March - Red Nose Day
Wednesday 26th March Year 1 Trip to Marwell Zoo
Thursday 27th March 2:30-3:00pm Year 2 Parent Workshop-Life Cycles – Year 2 classrooms
Monday 31st March Choir Performance (Time TBC)



It can be challenging for parents and carers to know whether children are spending too much time on their devices. Furthermore, it's even more of a challenge to know whether a child is addicted to the internet and social media. As technology is becoming more pervasive, children and young people are experiencing tech-related dependencies. Do we as parents and carers have the knowledge to identify and support children and young people who may be developing an addiction to their devices?



47% of parents said they thought their children spent too much time in front of screens



What parents need to know about SCREEN ADDICTION



HEALTH & WELLBEING

Children as young as 13 are attending 'smartphone rehab' following growing concerns over screen time. There are now help centers in the UK which deal with screen addiction for children and adults showing the seriousness of device addiction. The World Health Organisation (WHO) has officially recognised gaming addiction as a modern disease. The condition was confirmed as part of their International Classification of Diseases (ICD) which serves as an international standard for diagnosing and treating health conditions.

LACK OF SLEEP

7 out of 10 children said they had missed out on sleep because of their online habits and 60% said they had neglected school work as a result. It is important that children get the sleep they need in order to focus the next day.

LOSS OF INTEREST IN OTHER THINGS

Your child may become less interested in anything that does not include their device. You may notice that your child is missing school time and generally being less engaged with other activities in the home. It is important to discuss this with your child as soon as you notice a behaviour change.



CONFIDENCE, SUPPORT & ADVICE

The Children's Commissioner report 'Life in Likes', explored how children aged 8-11 are using social media today. It showed that children are using their devices to speak to their online friends about their problems and seek acceptance and support, removing face to face interactions.

APPS CAN BE ADDICTIVE

Apps have been designed with 'psychological tricks' to constantly keep grabbing your attention. One example of this is on the app Snapchat, where you can gain 'streaks' when interacting with your friends. If you don't respond, you lose the streak. This addictive nature of apps aims to keep them coming back.



National Online Safety



Top Tips for Parents



LIMIT SCREEN TIME

In today's digital age, technology is an important part of a child's development so completely banning them from their device will mean they are missing out on a lot, including conversations and communication with their friends. Rather than banning them from using their devices, we suggest setting a screen time limit. Work out what you think is a suitable and healthy amount of time for your child to be on their device per week. Remember that your child may need to use devices for their school homework so only set screen limits on recreational time on their device. Once you have established this, have the conversation with them to discuss why you are implementing a screen limit. There will be others in your child's friendship group who will not have screen limits set and will be sending messages when they do not have access to their phones.

LEAD BY EXAMPLE

Children model their behavior on their peers, so if their parents are constantly on their device, they will see this as acceptable. Try limiting your own screen time and follow the same rules you have set for them. If you have asked your child to not use their device at the table, make sure you don't. Try setting house rules that the whole family abide by.

REMOVE DEVICES FROM THEIR BEDROOM

Setting a rule about removing devices from bedrooms will help your child to get the sleep they need and be more focused the next day at school. 20% of teenagers said that they wake up to check their social network accounts on their devices. Even by having a device switched off in their bedroom, they may be tempted to check for notifications.

LESS TIME MEANS LESS EXPOSURE

There are many risks associated with devices, such as cyberbullying, grooming, sexting, viewing inappropriate content etc. Less time spent on a screen means that a child will be less exposed to these risks.

ENCOURAGE ALTERNATE ACTIVITIES

It may seem like an obvious solution, but encouraging children to play with their friends, read a book, or playing outdoors will help them realise they can have fun without their device. Playing football, trampolining, camping, going for a walk or swimming are all healthy replacements for screen time. Try to join them in their outdoor activities to show your support.

MOBILE-FREE MEAL TIME

Have you tried to settle your child by giving them a tablet at the dinner table or restaurant? This may seem like a quick fix to calm them down but in reality, it is encouraging them to use their device as a distraction from conversation and dealing with their emotions. We suggest removing all technology from the dinner table and having conversations with your family about how their day has been.

STATISTICS

52% of children aged 3-4 go online for nearly 9hrs a week

82% of children aged 5-7 go online for nearly 9.5hrs a week

93% of children aged 8-11 go online for nearly 13.5hrs a week

99% of children aged 12-15 go online for nearly 20.5hrs a week

Children and Parents: Media Use and Attitudes Report 2018

