

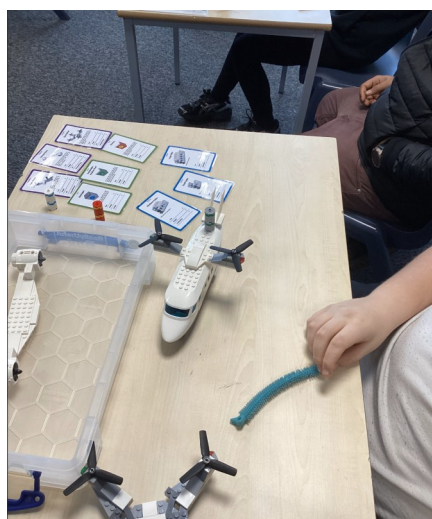


02/02/26



What a busy week it has been. We have seen two of our students graduate as they are ready to return to school. Congratulations to Elias and Alistair who have worked really hard.

As part of our work in computing the KS3 classes had a visitor to speak to us about his job using computers to create models. The children had fun creating different models of air taxis and testing whether they would fly.



We see tremendous value in computers and technology and it is a core part of our curriculum. It also has its challenges especially at home. The digital world our children experience did not exist when we were there age so I want to highlight this guide— ['What I wish my parents or carers knew...': A guide for parents and carers on managing children's digital lives](#) | Children's Commissioner for England .

There is lots of helpful information on how to help your child manage gaming, social media, screen time and advice on how to develop healthy habits. Please do look and see what might help your child. If you need any further help please do speak to your Tutor.



Our Mission

We Navigate Success Together with Ambition and Relevance

WHAT HAVE WE DONE IN OUR CLASSES THIS WEEK?

Acorns This week we have been working on learning our new text in English and writing directions to the Outdoor Learning area. We have worked hard to make sure we have capital letters and full stops in all the right places. In maths we have been learning different ways to multiply 2 digit numbers by 1 digit numbers, including partitioning and grid method.

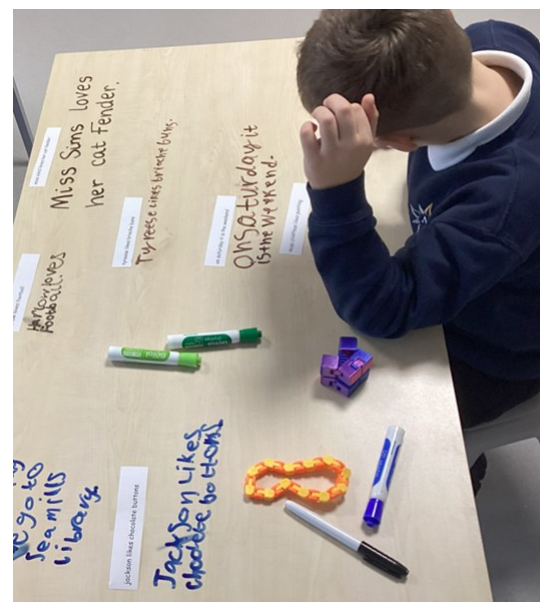
Conkers In Conker class this week we have been spending time exploring how we can use our bodies to help us to regulate our emotions. We have practised lots of different skills to help us to burn off energy, focus our bodies and relax. We enjoyed using a balance board, finding different ways to travel around the room and playing games to test our memory. We will be adding these strategies to our 5 point scales to help us every day.

Maple This week in Maple Class we have been enjoying learning about money and using decimals in Maths. In English, we have been writing poetry about an imaginary journey, and in Cooking we watched corn pop before drizzling it with melted chocolate!

Chestnut This week, we have been focusing on volcanoes and learning why they are so cool, beginning our study of Eyjafjallajökull in Iceland. In project time, we have started planning our end-of-term creations, with the children designing different ways to make physical representations of the impacts of natural disasters.

Oak This term the students have been learning about natural disasters. As part of that, they are developing their literacy skills to write a non-chronological report about volcanoes.

In cooking the students made yummy beef burritos with avocado topping.



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.



National Online Safety®

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Sources: <https://www.bbc.com/news/health-56100505> | <https://www.children.com/blog/supporting-your-child-with-upsetting-content/> | <https://www.unicef.org/parenting/how-talk-your-children-about-conflict-and-war>