

# THE OTTER

THE NEWSLETTER OF OTTERBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL.



Dear Families

As I write to you at the end of this Spring Term, the rain outside is a miserable reminder of one of the themes of the past few weeks: the wet weather! Easter is a time of hope, and I think we are all hopeful that the Summer Term will bring us many more opportunities to enjoy the wonderful outdoor spaces we have in our school.

Outdoor learning is such an important aspect of our school curriculum and we will be outside as much as possible next term, so please ensure the children come back to school with the right clothing - if possible they should have spare long trousers/leggings in school throughout the year as we will sometimes make last minute plans to take learning into the woodland or meadow.

The Summer Term also brings with it the May Fayre, and there will be lots more information about that in the first newsletter after Easter. As always, we need as much support as we can get in order to run the event, so please look out for the sign-up sheet that will be on the school notice board. All help is greatly appreciated and makes a huge difference to the enjoyment on the day.

Best wishes for a wonderful Easter break.

Mr Geraghty



We are all exceptionally proud of the display of sportsmanship at the recent Gregg School Cross Country, and the results speak for themselves:

Year 4 girls team: 1st place overall, with a fantastic personal achievement for Summer who came 1st place in her race.

Year 4 boys team: 1st place overall, including a brilliant 2nd place for Robert and 3rd for Ruben.

Year 5 girls team: A brilliant 6th place overall.

Year 5 boys team: Another brilliant result, with 3rd place overall and an individual 3rd place for Hudson.

Wow! Just wow!

One final reminder....

**EASTER MONDAY**  
**FUN-DAY**  
**1ST APRIL 2024**  
1 TO 4PM AT ST. MATTHEW'S CHURCH, OTTERBOURNE

EASTER HUNTS  
RAFFLE & TOMBOLA  
CRAFTS  
COMPETITIONS  
FACE PAINTING & TATTOOS  
HOMEMADE REFRESHMENTS

ENTRY  
£1 children  
Adults free

AND DON'T MISS...  
**EASTER trail**  
29TH MARCH - 14TH APRIL 2024  
SPOT ALL THE LETTERS FOR A CHANCE TO WIN A PRIZE!  
For a trail map, scan the QR code or visit [www.chobenefice.co.uk](http://www.chobenefice.co.uk)





The time that you give to supporting the school is always greatly appreciated. You allow us to offer the children much more in terms of experiences and learning opportunities, and we are grateful for every single minute.

Our thanks for this term go to:

Mrs Tear	Mrs Rees
Mrs Manning	Mrs Garner
Ms West	Mrs Black
Mr Lo	Mrs Reed
Mrs Mujtaba	Mrs Jardine
Mrs Lewis	Mrs Rushton
Mrs Krupa	Mrs Larby
Mr Dickinson	
Miss Hampton	
Mrs Robinson	
Barbara	
Mrs Basford	
Mrs Lockyer	
Mrs Mason	

We would also like to thank David Cox, who very kindly helped the eco councillors plant four elm trees on the edge of the meadow. David is a very knowledgeable Tree Warden for the Parish Council (as well as being Grace and Reuben's Dad).

Otterbourne Parish Council has joined a HCC partnership to replant Elm trees within our parish. Elm trees in the UK mostly died in the 1960's & 70's due to a disease, so reintroducing this species is a great thing for the local area.

The eco councillors, Darcey and Amelie, will care for the elm trees and have already named them:

Elmer, Elsie, Eddie and Egor!

## Children's Mobile Phones - what will you choose?

This came to me from a parent recently and we agreed to share it anonymously. More and more families, locally and across the country, seem to be taking this approach as the risk to children from owning smart phones are become better understood and more widespread.

*"We've reached a point where we will imminently getting first phones for [our children], so I have been doing some research around options with digital wellbeing in mind.*

*We have settled on getting a non-smart phones (specifically Nokia 105) with a ParentShield no data contract. This gives them their own device and will allow them to communicate with us and their friends, but with a lot of options for parental management and monitoring (parents can see all text messages sent and received, hear recordings of all calls, manage contact white and black lists and set up schedules to disable the sim). It also does not support a lot of the social media platforms that have proven to be problematic, so takes that completely out of scope. It is a relatively cheap solution as the phone itself is only £13.50 to buy, and the contract is £10/month.*

*I wondered if this was something worth sharing as I'm sure a lot of parents are facing similar decisions. I'd be happy to write something up on options and our decision making processes if you think this would be useful to put on the digital wellbeing page?*

On the same day, another parent emailed about the same subject to inform us of a local parent group that is focused on this very subject. If you would like contact details for the group or would like to see more information on the above story on our web pages, please let me know.

## School Lunches

April 15th - May 3rd

Thank you for all of the positive feedback about the new school menu and the ordering system. Thanks also for being supportive as we ironed out the wrinkles. One of the benefits of parents ordering at home (matched with the online registration) is that the time spent taking registers in the mornings is greatly reduced allowing for more time to be dedicated to working with the children—something we all wish there was more time for !

The new menus for the Summer Term follow this page, for you to look through and order from (for the whole term if you wish!) - everything is already set up on Scopay.

# Week One Menu

Served weeks commencing:  
15<sup>th</sup> April, 6<sup>th</sup> May, 3<sup>rd</sup> June, 24<sup>th</sup> June, 15<sup>th</sup> July



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN MEAL	Langfords Pork Sausages with Mash Potato Carrots Garden Peas	Chicken Sweetcorn Pasta Bake with Warm Baguette Broccoli and Mixed Garden Salad	Roast Turkey with Gravy Roast Potatoes Carrots Green Beans	Cottage Pie with gravy with Warm Baguette Broccoli Sweetcorn	Fish Fingers with Chips, Peas, Baked Beans and Ketchup
VEGETARIAN	Vegan Quorn Cumberland Sausage Mash Potato Carrots Peas	Macaroni Cheese with Warm Baguette Broccoli and Mixed Garden Salad	Roast Quorn Fillet Roast Potatoes Carrots Green Beans	Vegetarian Mince Cottage Pie with gravy with Warm Baguette Broccoli Sweetcorn	Cheese and Potato Pie with Chips, Peas, Baked Beans and Ketchup
JACKET POTATO / PASTA DISH	Jacket Potato with a choice of either filling  Tuna Mayonnaise Cheddar Cheese Baked Beans	Pasta with Tomato and Basil Sauce	Jacket Potato with a choice of either filling  Tuna Mayonnaise Cheddar Cheese Baked Beans	Pasta with Tomato and Basil Sauce	Jacket Potato with a choice of either filling  Tuna Mayonnaise Cheddar Cheese Baked Beans
SANDWICH	White Sandwich with your choice of Tuna Mayonnaise Cheddar Cheese Ham	White Baguette Sandwich with your choice of Tuna Mayonnaise Cheddar Cheese Ham	White Sandwich with your choice of Tuna Mayonnaise Cheddar Cheese Ham	White Sandwich with your choice of Tuna Mayonnaise Cheddar Cheese Ham	White Baguette with your choice of Ham Cheddar Cheese Egg Mayonnaise
DESSERTS	Shortbread & Apple Slices	Lemon Sponge with custard	Ice Cream & Peach Slices	Chocolate Sponge and Custard	Fruity Friday

## AVAILABLE DAILY:

Choice of Wholemeal Bread, Fresh Salad Bar, Water, Seasonal Fresh Fruit, Fruit Yoghurt and Fruit Jelly.

# Week Two Menu

Served weeks commencing:  
22<sup>nd</sup> April, 13<sup>th</sup> May, 10<sup>th</sup> June, 1<sup>st</sup> July, 22<sup>nd</sup> July



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN MEAL	Creamy Chicken and Sweetcorn with Roasted Potato Wedges Broccoli and Mixed Garden Salad	Pasta with Sausage and Tomato Sauce with Warm Baguette Carrots Garden Peas	Roast Chicken with Gravy Roast Potatoes Carrots Green Beans	Beef Chilli Con Carne with Rice and Warm Baguette Broccoli Sweetcorn	Fish Fingers with Chips, Peas, Baked Beans and Ketchup
VEGETARIAN	Cheese and Bean Puff with Roasted Potato Wedges Broccoli and Mixed Garden Salad	Pasta with Quorn Meatballs In Tomato Sauce with Warm Baguette Carrots Peas	Roast Quorn Fillet Roast Potatoes Carrots Green Beans	Vegetarian Mince Chilli with Rice Warm Baguette Broccoli Sweetcorn	Cheese and Tomato Pizza with Oven Chips, Peas, Baked Beans and Ketchup
JACKET POTATO / PASTA DISH	Jacket Potato with a choice of either filling  Tuna Mayonnaise Cheddar Cheese Baked Beans	Pasta with Tomato and Basil Sauce	Jacket Potato with a choice of either filling  Tuna Mayonnaise Cheddar Cheese Baked Beans	Pasta with Tomato and Basil Sauce	Jacket Potato with a choice of either filling  Tuna Mayonnaise Cheddar Cheese Baked Beans
SANDWICH	White Sandwich with your choice of  Tuna Mayonnaise Cheddar Cheese Ham	White Baguette with your choice of  Tuna Mayonnaise Cheddar Cheese Ham	White Sandwich with your choice of  Tuna Mayonnaise Cheddar Cheese Ham	White Sandwich with your choice of  Tuna Mayonnaise Cheddar Cheese Ham	White Baguette with your choice of  Ham Cheddar Cheese Egg Mayonnaise
DESSERTS	Banana Traybake with custard	Apple Crumble with custard	Sultana and Oat Cookie with Apple Slices	Chocolate Cookie	Fruity Friday

## AVAILABLE DAILY:

Choice of Wholemeal Bread, Fresh Salad Bar, Water, Seasonal Fresh Fruit, Fruit Yoghurt and Fruit Jelly.

# Week Three Menu

Served weeks commencing:  
29<sup>th</sup> April, 20<sup>th</sup> May, 17<sup>th</sup> June, 8<sup>th</sup> July



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN MEAL	Cowboy Sausage Hotpot with Mashed Potato Broccoli and Green Beans	Pasta with Chicken and a Cheese Sauce with Warm Baguette Carrots Garden Peas	Roast Chicken with Gravy Roast Potatoes Carrots Green Beans	Cheese, Tomato and Ham Pizza with Roasted Potato Wedges Broccoli Sweetcorn	Fish Fingers with Chips, Peas, Baked Beans and Ketchup
VEGETARIAN	Quorn Cowboy Hotpot with Mashed Potato Broccoli and Green Beans	Macaroni Cheese with Warm Baguette Carrots Peas	Roast Quorn Fillet Roast Potatoes Carrots Green Beans	Cheese and Tomato Pizza with Roasted Potato Wedges Broccoli Sweetcorn	Plant based Sausage Roll with Oven Chips, Peas, Baked Beans and Ketchup
JACKET POTATO / PASTA DISH	Jacket Potato with a choice of either filling  Tuna Mayonnaise Cheddar Cheese Baked Beans	Pasta with Tomato and Basil Sauce	Jacket Potato with a choice of either filling  Tuna Mayonnaise Cheddar Cheese Baked Beans	Pasta with Tomato and Basil Sauce	Jacket Potato with a choice of either filling  Tuna Mayonnaise Cheddar Cheese Baked Beans
SANDWICH	White Sandwich with your choice of  Tuna Mayonnaise Cheddar Cheese Ham	White Baguette with your choice of  Tuna Mayonnaise Cheddar Cheese Ham	White Sandwich with your choice of  Tuna Mayonnaise Cheddar Cheese Ham	White Sandwich with your choice of  Tuna Mayonnaise Cheddar Cheese Ham	White Baguette with your choice of  Ham Cheddar Cheese Egg Mayonnaise
DESSERTS	Strawberry Ice Cream And Orange Slices	Lemon Sponge with custard	Flapjack	Chocolate Brownie And Apple Slices	Fruity Friday

## AVAILABLE DAILY:

Choice of Wholemeal Bread, Fresh Salad Bar, Water, Fresh Fruit, Fruit Yoghurt and Fruit Jelly.

# 10 Top Tips for Parents and Educators

## ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

### 1 CREATE A SAFE SPACE



Criticism, blaming or shaming can all prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.

### 2 CONSIDER OTHER OUTLETS



Some children may find it easier to talk while they're participating in another activity such as drawing, writing, walking or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something side by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.

### 3 NORMALISE CHATS ABOUT FEELINGS



Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"

### 4 LISTEN ACTIVELY



When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or 'teenage angst' – or to assume that they'll simply 'get over' whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.

### 5 ASK OPEN QUESTIONS



Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"

### 6 RESPECT THEIR BOUNDARIES



If a child isn't ready to talk to about something yet, respect their boundaries: this reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.

### 7 LEAD BY EXAMPLE



Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and yourself, because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.

### 8 HAVE REGULAR CHECK-INS



Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here: you could consider regular trips to a coffee shop or a café, or just a weekly walk.

### 9 PROVIDE RESOURCES



It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as Kooth or YoungMinds.

### 10 CELEBRATE EMOTIONAL EXPRESSION



It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health – a barrier that can be overcome, with enough love and support.

## Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College

# What Parents & Educators Need to Know about CLICKBAIT

## WHAT ARE THE RISKS?

Clickbait is a controversial online marketing strategy which uses sensationalist (and frequently misleading) headlines to encourage engagement with an article, image or video – often playing on users' emotions and curiosity, while much of the actual content is of questionable accuracy. Clickbait is also sometimes used to disguise scams, phishing sites and malware.

### HARMFUL MISINFORMATION

Clickbait tends to play fast and loose with the truth, opting for eye-catching content over objectivity. This is particularly dangerous for younger internet users, who are generally more susceptible to that type of material. A child could be presented with fake news, misleading articles and – in some cases – outright lies without fully understanding what they're viewing and why it's harmful.

### INAPPROPRIATE CONTENT

Due to the misleading nature of many examples of clickbait, what may seem to be innocuous and child friendly could actually contain age-inappropriate material such as extremist political views or violent, pornographic or sexually explicit content. This is clearly a hazard for young people, who could be upset, disturbed or influenced by exposure to such subject matter.

### HIDDEN MALWARE

While most clickbait is simply trying to promote engagement to earn companies additional revenue, some of it *does* redirect to dubious sites with the potential to infect devices with viruses or malware. This could put a child's sensitive data – such as their name, their location and their date of birth – at risk of being accessed and exploited by malicious hackers.

### PRIVACY PROBLEMS

Some clickbait leads to sites which could coax a child into volunteering their personal data – using pop-ups to ask them for their email address and phone number, for example, in exchange for accessing additional content or subscribing to various services. Normally, this harvested information is then sold to third parties, who often use it for targeted adverts and other sales schemes.

### A DRAINING DISTRACTION

Clickbait encourages spiralling consumption of online content, which could easily result in a young person spending hours scrolling aimlessly instead of doing something productive or interacting with family and friends. This can leave them tired, asocial and lacking focus – and, in the long term, can negatively impact their social skills, education and mental wellbeing.

### IMPACT ON BEHAVIOUR

Depending on the type of clickbait a child is interacting with, you might notice negative changes in their behaviour. Weight loss scams, for example, are common among clickbait and have the potential to influence eating habits and body image – while deliberately inflammatory 'rage bait' articles can leave impressionable young people feeling irritable, restless or argumentative.

## Advice for Parents & Educators

### START A CONVERSATION

The sheer volume of clickbait can make protecting children against it quite challenging. It's vital to talk to young people regularly about the types of content they encounter online, so that they understand the risks of engaging with clickbait. If you're still concerned, it may also be wise to keep an eye on children's online activity to ensure they're not being tempted by clickbait headlines.

### PROMOTE CRITICAL THINKING

Encouraging children to question the legitimacy of sensational headlines and too-good-to-be-true promises will help them to become savvier online – and far less likely to be drawn in by clickbait content. These critical thinking skills will also serve to protect them in other areas of the digital world where misinformation is becoming increasingly common.

### SPOT THE TELLTALE SIGNS

There are certain common elements in clickbait, including headlines and images that use shock and outrage to grab people's attention – as well as numbered lists, such as "8 Facts You Won't Believe Are True". Some clickbait combines several of these tactics to snag users' interest. Learn to recognise these techniques for yourself so you can teach children to notice them as well.

### TAKE CONTROL

Many parents opt to place limits on how long their children can spend online each day, which obviously reduces the chance of exposure to clickbait. Alternatively, most internet-enabled devices have built-in controls that allow parents to manage what sort of online content their child can access – including filtering by age, which can screen out a percentage of inappropriate material.

### Meet Our Expert

Carly Page is an experienced technology writer with more than 10 years in the industry. Previously the editor of tech tabloid *The Inquirer*, she is now a freelance technology journalist, editor and consultant who writes for *Forbes*, *TechRadar* and *Wired*, among others.





# EASTER SCHOOL HOLIDAYS

## JUNIOR TENNIS CAMPS AT COMPTON AND SHAWFORD TENNIS CLUB

Tues 2nd and 9th April 10am to 1pm (5-8yrs old)  
Thurs 4th and 11th April 10am to 1pm (9-15yrs old)

**RESERVE A PLACE NOW**

**CONTACT PAUL BOYD-LESLIE  
FOR MORE DETAILS**



[pbltennis@gmail.com](mailto:pbltennis@gmail.com)



07788425552





## Easter Art Camp - Colour & Pattern

Thursday 4th April  
10am - 4pm  
St Paul's Church Hall



Create artworks  
using paint, paper  
& textiles

Suitable for children age 6+. Including a gallery visit to see the Grayson Perry tapestries at The Arc, Winchester

St Paul's Church Hall, St Paul's Hill, Winchester, SO22 5AB  
To book email: [annamimosamontessori@gmail.com](mailto:annamimosamontessori@gmail.com)  
07796204635  MimosaMontessori  mimosa\_montessori

## IN CASE YOU MISSED IT!

The following pages include extracts from previous newsletters, just in case you missed some of the more important messages we are trying to share.

### **THE VILLAGE CAR PARK AND VOLUNTARY ONE-WAY SYSTEM**

Thank you for the positive responses regarding the voluntary one-way system, which was first mentioned in the previous newsletter. It's becoming clear that it is something that would be beneficial to a lot of families. If you are happy to start following it, you will help to keep the flow of traffic moving safely in the mornings and afternoons.

**FROM LAST NEWSLETTER:** A few years ago, there was a voluntary one-way system that essentially meant Cranbourne Drive was a one-way road at school drop-off and pick-up times, with the entrance being the junction nearest to the school. It ensured that everyone who followed the system could safely turn left in to the car park, and then left out of the car park before following the road round to the junction at the far end (from the school).

My understanding is that most parents stuck to this, and then residents were informed so that they could do the same, which ensured that they too, were less affected by school traffic.

I have been in contact with the local council about this, and they are going to discuss it further, but for now, could you please send to [headteacher@otterbourne.hants.sch.uk](mailto:headteacher@otterbourne.hants.sch.uk) any thoughts or comments you have about this idea. In the meantime, these things do have a tendency to change organically, so if you choose to follow this route anyway, then things should improve!

# Spotlight on School Attendance

*Driving up attendance and tackling persistent absence is at the centre of new stronger measures launched today as pupils return to school.*

- The Rt Hon Gillian Keegan MP and the DfE (January 2024).

*It is usually appropriate for parents and carers to send their children to school with mild respiratory illnesses. This would include general cold symptoms: a minor cough, runny nose or sore throat. However, children should not be sent to school if they have a temperature of 38°C or above. **It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.***

The NHS have produced the following guidance for parents: <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

From a letter by The Chief Medical Officer and leading health professionals.

Across the county, there are changes being put in place to help families where persistent absence is an issue that needs further support; there are also indications that the penalty system is being reviewed.

Our school attendance currently exceeds the national average which, by comparison, is excellent but the impact of lost learning is something that is felt by children, families and school staff so it is something that we will continue to work with families to improve, where necessary. Where we have a concern about the level of attendance, starting with children with an attendance figure of 95% or less, we will be in touch to see what help we can offer to support children and families.

## **SIGNING IN AND OUT OF SCHOOL**

It is important to make clear that it is not just a day away from school that can affect a child's attendance. Late arrivals, those children who arrive at school after the register has closed at 9:05, receive a 'late' mark. We are also being asked to monitor...but **not yet** report on...'early leavers' and we need to follow the appropriate procedures for safeguarding children who are attending alternative venues, for any reason, during the school day.

If your child is regularly being taken out of school early, we will need to understand the reason for this as well as undergo a risk assessment with the appropriate organisations (which might involve us having to visit them ourselves).

If your child is to attend a medical appointment, I need to encourage you to try and make these after school or during holidays.

We are currently exploring remote options for signing children out of school, but for now I must ask you to come in to the school to sign children out. This needs to be a parent/guardian as the process of signing out means that the children are then out of our care and control.

# 10 Top Tips for Parents and Educators DEVELOPING HEALTHY SLEEP PATTERNS

Quality sleep is paramount for wellbeing as it impacts our cognitive function, emotional balance and overall health. A World Health Organisation study highlighted that 44% of young people reported difficulty sleeping – potentially affecting their mood, concentration and immune system. Our guide offers expert tips for helping children to sleep more healthily.

## 1 MINDFUL TECH USE

Encourage a balanced approach to screen time. While phones, laptops, tablets and so on can serve as a helpful means of stress relief, it's advisable to minimise their use right before bed. These devices can keep the mind racing long after they're switched off, impacting how easily and how well a person can sleep.

## 2 EFFECTIVE SLEEP PRACTICES

Offer practical advice on reinforcing certain habits that have a positive influence on sleeping patterns. Children could start keeping a diary which they add to each evening, for example – or they could use up excess energy by exercising during the day.

## 3 HYDRATION HABITS

Underline the importance of drinking plenty of water throughout the day, while limiting drinks close to bedtime to prevent disruptions during the night: it's a lot harder to switch off if you keep needing to get out of bed for the toilet. Avoiding caffeinated drinks later in the day also allows the body and brain to slow down naturally, without any chemicals firing them back up.

## 4 CONSISTENT BEDTIME SCHEDULE

Assist children in developing consistent bedtime routines that tell the body it's time to wind down, promoting a more relaxed state. Establish specific activities for young ones right before going to bed – such as brushing their teeth – to set up an association between that action and falling asleep.

## 5 OPTIMAL SLEEP ENVIRONMENT

Ensure that the bedroom is comfortable, dark and free from distractions, fostering an ideal space for quality rest. The room's temperature should also be suitable for sleeping – that is, not too hot and not too cold – while rooms should be kept as tidy and free of clutter as possible.

## 6 RELAXING EVENING ACTIVITIES

Recommend activities that have a calming effect on the mind – such as reading or gentle stretching – in the lead up to bedtime, to prepare the mind for a peaceful night's sleep. Doing something quiet, relaxing and low intensity signals to the brain that it's time to rest and makes falling asleep much easier.

## 7 PRIORITISING ADEQUATE SLEEP

Emphasise the crucial role of sleep in maintaining physical and emotional wellbeing. It's especially important to sustain a healthy sleep pattern during challenging and intensive periods in our lives: during the exam season for children and young people, for instance.

## 8 NUTRITIONAL BALANCE

Highlight the significance of a healthy, balanced diet – and its role in establishing a more consistent sleep pattern. Try to lean towards preparing meals with plenty of fruit and vegetables, served in reasonable portion sizes: not only is this a lot healthier, but it also reduces the chances of feeling too full to be comfortable in bed.

## 9 PARENTAL SUPPORT

Parents and carers, of course, are uniquely situated to support their children in establishing and maintaining healthy sleeping habits. Parents can review their own sleep habits (incorporating anything from this list that they don't do already) to model a balanced bedtime routine and reinforce the importance of self-care.

## 10 MILITARY SLEEP METHOD

Look up 'the military sleep method': it's a technique for falling asleep quickly, which incorporates deep breathing exercises. You could encourage children to try it or even use it yourself. While it can take a good deal of practice to perfect, eventually it will start to feel natural – and the results are often extremely impressive!

### Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK: 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at a large secondary school.



ALLERGIES - please remember that we are a peanut-free school.

Thank you.

## Parent webinar County Lines in Hampshire

### Hosted by

Iverson Trust,  
a parent with lived experience & a  
local police officer.

### Register today

[www.iversontrust.org.uk/webinars](http://www.iversontrust.org.uk/webinars)

7-8.30pm  
21st  
March



i feel so much  
more confident to  
to talk to my child

PLEASE REMEMBER TO VISIT OUR 'DIGITAL WELLBEING' PAGES AS WE UPDATE THESE WITH NEW GUIDANCE AND ADVICE AS WE RECEIVE IT.

## Digital Wellbeing

Home >> Parents/Carers >> Digital Wellbeing

### Digital Wellbeing: Empowering our Children in a Digital World

On Tuesday 7th November, we hosted our first ever Digital Wellbeing event. This workshop was designed to focus on 3 key areas, alongside supporting and education parents with the risks and dangers our children are being exposed to online.

# 10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

## 1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

## 2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

## 3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

## 4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

## 5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

## 6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

## 7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

## 8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

## 9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

## 10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

## Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



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# What Parents & Carers Need to Know about ONLINE DATING & RELATIONSHIPS

## WHAT ARE THE RISKS?

Most online dating apps claim to be for over-18s only but, in some cases, relaxed age verification also allows children to access them. What's more, some popular social media platforms use similar design features to many dating sites – blurring the line between why a young person initially downloads an app and what they actually end up using it for.

## ONLINE GROOMING



Online grooming is when someone forms a connection with a child in the digital world and carefully cultivates this relationship with the intention of manipulating the child into doing something sexual or illegal. The process involves gaining the young person's confidence – which can make them far less likely to tell a trusted adult about their new online 'friend', or to recognise what is even happening.

## WEBCAM BLACKMAIL



Some young people have been coaxed into getting nude or semi-nude on a video chat with someone they met on a dating platform. They're then told that, unless they hand over a certain amount of money, a recording of the video will be posted online (or possibly sent to their contacts). This can be hugely traumatic for a young person and, in extreme cases, has resulted in self-harm and even suicide.

## DAMAGE TO SELF ESTEEM



Many dating platforms encourage users to rate the images that people upload; this has clear potential to negatively impact a young person's self-esteem. On some apps, pictures of a user's face and body can be rated anonymously, with notifications informing them if someone has then declined to match with them. This form of rejection can feel extremely hurtful and degrading.

## CATFISHING AND SCAMS



Creating a false identity to deliberately lure people into a relationship (whether romantic or platonic) online is known as catfishing. Commonly, someone pretends to share interests or beliefs with their victim and gradually gains their trust. A young person's feelings for this fake 'friend' may cloud their judgement and can lead to them surrendering money, personal images, passwords and so on.

## STALKING AND HARASSMENT



Stalking is obsessive behaviour by a fixated individual which disrupts their victim's life; it can bring severe distress and even the fear of violence. There have been frequent reports of stalking cases that originated on dating apps, with perpetrators creating new accounts in response to being reported or blocked. It's a particular cause for concern if a young person has ever given out personal details (such as their street or school name) online.

## Advice for Parents & Carers

### KEEP THE CONVERSATION GOING

Reassure your child that they can always talk to you about anything online that's worried them. Emphasise that if they're being sent unwanted images – or if they've shared images or video content themselves – they should tell you straight away. Discuss the potential risks of online dating and check in with them frequently to ensure that they're feeling comfortable about their online relationships.

### TAKE A 'SAFETY FIRST' STANDPOINT

Encourage young people to be careful about who they send invitations to – and accept them from – on dating sites and apps. Familiarise yourself with how to adjust the privacy settings on your child's devices and apps to help them control who can access their profiles and information. Talk to your child about why it's unwise to share any sensitive, private or confidential information in their profile.

### PROTECT CONTACT DETAILS

If a young person is interested in using online dating sites or apps, strongly encourage them to choose one that offers the facility to conceal both parties' email addresses when messaging prospective dates. If that's not possible, ensure that the young person sets up a separate email address which doesn't include their real name. This is easy to do via providers like Hotmail, Yahoo! Mail or gmail.

### HIGHLIGHT COMMON DANGER SIGNS

Talk to your child about some of the obvious red flags in online dating: requests for money, for instance, should always ring alarm bells. Likewise, if a young person is in contact with someone who they feel is pressuring them into providing personal or financial information – or who they suspect is trying to trick them into it – they should end communication immediately and contact the dating service provider.

## Meet Our Expert

Rebecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE). As well as delivering workshops and training for young people, parents and schools, she is also a subject matter expert on RSHE for the Department of Education.



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National Online Safety

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## WhatsApp Worries

As a parent of a primary-aged child myself, I know that social media can be incredibly useful when it comes to sharing news and information with other parents, especially when it comes to trips, or the incredible work of our amazing FOS representatives. It is a powerful tool that we can all benefit from.

The flipside of that though, is that what children come home saying is sometimes a personal interpretation of the core message that was given to them, which is then easily lost as it bounces around social media platforms. I always want there to be clarity though, and feel that this is something we can work on together to improve, as sadly, any misinterpretations can easily turn in to negativity about the decisions we are taking for the greater good or the safety of the children.

From conversations we have had with parents in the past 48-hours, there are a couple of things that seem to need some clarification:

1 - The children are not banned from running around school. As highlighted in the last newsletter, we are seeing far too much 'rough play'; children are getting hurt from 'bundling' on each other; we have had an incident of a coat getting ripped as children are pulling at each others clothes, and there is a kicking game that children are all too happy to play.

However, there are places around the school, mostly the paths directly adjacent to the building where children must walk, which is a decision I've made to reduce the risk of accidents and to give children quiet spaces. Children can run on or between either playground. They can even continue to play light-touch 'tag' games but otherwise we do have a rule of 'hands and feet to yourself' so the game where they push each other over has been banned.

2 - Star Parties. We all want the children to enjoy celebrations as a whole class throughout the year, but the children need to feel that they are contributing to star parties going ahead as they are a way of developing positive learning behaviours and promoting quality contributions or collaboration. The teachers will always strive to ensure children get star parties regularly, but we don't set a particular day for them as this would lead to the children expecting them, which essentially defeats the object of having extrinsic rewards. I will be working with the teaching team to ensure that the approach to all rewards is consistent across the school but they all need to be able to respond to the needs of their own cohort of children each year.

There will always be decisions that divide opinion but if you would like to seek clarity on any points of confusion, whether that is from social media or other sources, I (or a member of SLT) open the gate each day (with few exceptions) and my door is always open, or you can call/email me at the school on 01962 712020 / [headteacher@otterbourne.hants.sch.uk](mailto:headteacher@otterbourne.hants.sch.uk).

If you have other suggestions for how we can improve communication, please do let me know. All I ask is that the new 'clearer' message be shared amongst parent groups too please.

Mr Geraghty

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**Support for parents**

Whatever family life brings, we're here to help

**NSPCC**

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>

# A message from Winchester Basics Bank

Winchester Basics Bank has been operating in the territory for 20 years and has been running a holiday lunch scheme since 2016. Our last scheme, which ran at Christmas, provided 10 days' worth of lunches for some 250 children in the area. We are running the holiday lunch scheme this Easter and we rely on your help in identifying those children who are eligible and approaching their parents or carers on our behalf.

The criteria is as follows:-

ANY child who is receiving free school meals during term time and whom you believe may not receive a nutritious meal at lunchtimes during the school holiday (this may include school aged siblings who are not at your school).

ANY child whom you believe, as an outcome of current, difficult family circumstances, may not receive a nutritious meal at lunchtime during the school holiday (this may include school aged siblings who are not at your school).

We are willing to discuss with you any queries you may have, either by telephone or by making a brief visit to your school. Please telephone one of the numbers below to discuss further.

The food supplied is designed to replace the hot meal and will be tinned/dried; we do not have food items suitable for packed lunch style meals. We can offer food suitable for most dietary requirements.

We have 4 locations for parents to collect from; Bar End, Highcliffe, New Alresford, Weeke, – operating on specific days (Mon – Fri). The family will be asked to nominate which location they will be collecting your food from.

Bar End (Vineyard Church, SO23 9NR) – Mon 18th, or Thurs 21st March @ 10am – 12pm

Highcliffe (21a Penton Place, SO23 0PZ) – Tues 19th, or Fri 22nd March @ 10am – 3pm

New Alresford (St Gregory's Church, New Alresford) – Weds 20th March @ 10am – 12pm

Weeke (St Barnabas Church, SO22 6EF) – Thursday 21st March 10am – 1pm

We are also able to arrange deliveries for families who are housebound, who are disabled or who have disabled children, and do not have anyone who can collect on their behalf. Deliveries will either be made on the 19th or the 22nd March 2024. Closing date is **Friday 15th March 2024**.

Parents/carers can simply go online and complete the form at the following address:

<https://winchesterbasicsbank.co.uk/easter-lunch-scheme/>

We sincerely hope that you will be able to give your support to this project and that in partnership, we will be able to ensure that this group of children have a healthy, nutritious lunchtime meal during the school holiday.



We are looking forward to seeing the actors from M & M back in school on the 28th March for their version of Alice in Wonderland. These shows are really enjoyable and suitable for all ages. A voluntary contribution (£3) will be added to Scopay for this magical experience.

## Crisp recycling...

Up until recently, we have always asked any of the children having a packed lunch to take everything home afterwards so that parents can see what has or hasn't been eaten. As an eco-aware school, we have changed this slightly recently and are now allowing children to leave their empty crisp packets at school. These are being collected and taken for recycling by the Eco-council. I need to give my thanks to the Eco Councillors for doing this for us.

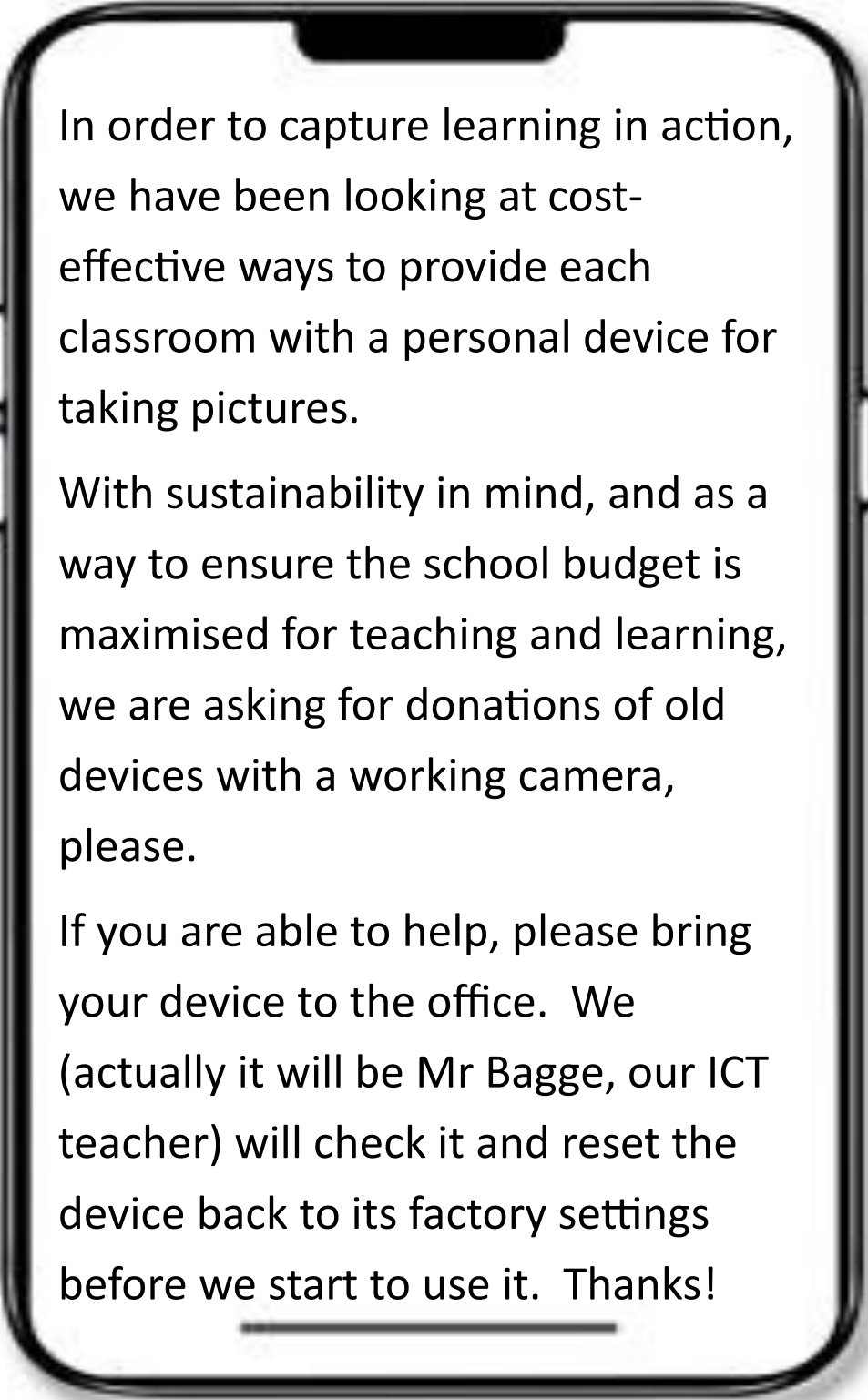


## HEALTHY EATING AT BREAK TIME.

This is always a difficult topic to raise as there is divided opinion. We all want children to eat healthily, but the main thing has to be that they are eating something to get them through the day. It would be remiss though to not mention that we are seeing a lot more crisps at breaktime and anything you can do to ensure the morning snack is a healthier option which would be appreciated. I know that many other schools are still asking for purely healthy options, and this is something that is hard to balance, so it is something I'm continuing to keep an eye on, and we still ask that children don't come to school with sweets or chocolate for break time. Thank you.

## DOES YOUR PRELOVED TECH NEED A NEW HOME?

Wanted: old iPads, iPhones (series 5 or above) or other tablets.



In order to capture learning in action, we have been looking at cost-effective ways to provide each classroom with a personal device for taking pictures.

With sustainability in mind, and as a way to ensure the school budget is maximised for teaching and learning, we are asking for donations of old devices with a working camera, please.

If you are able to help, please bring your device to the office. We (actually it will be Mr Bagge, our ICT teacher) will check it and reset the device back to its factory settings before we start to use it. Thanks!

We will be buying new cases, in the school colours, to identify the school devices as personal phones are not allowed around the school.

Many thanks in advance for any donations you are able to provide.

Mr Geraghty and the teaching team.