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## Hainford Newsletter

It's been lovely to see all of the children and staff enjoying the much improved weather this week. Children have been able to enjoy playing tennis, relaxing in our 'forest' area and exploring the school field environment. Now that the sun has returned, please remember to send your child in with a hat, drinks bottle and wearing sun-cream if needed.

Today, our year 4s have been taking part in a Nebula cricket event over at Horsford in near perfect conditions. By the look of the photographs from this morning, the children have been having an amazing experience and I can't wait to hear about their amazing stories of catches and great hitting.



### Staffing Update

We are delighted to announce that after a rigorous application process, Ms B. Woods will be joining Hainford Primary school next academic year to teach Class 3. We believe that she will be an excellent addition to our team to cover Mrs Grigg during her maternity.

Mrs Grigg is due to begin her maternity leave starting on Monday 8<sup>th</sup> July. Mr Cross will then cover class 3 for the final two weeks of term. We are currently planning in opportunities for Ms B. Woods to work with next year's class 3 as part of our transition arrangements.



**Ks2 (year 6) SATs**

Next week is SATs week for our year 6 pupils. I know that they have been working really hard towards these assessments and are now ready to sit them next week. We wish everyone a great weekend, hopefully in the sun, and look forward to successfully completing these.

**Staying safe online**

In relation to recent concerns raised by parents and staff, I would like to draw your attention to the poster below that contains a wide range of top-tips and great advice.

**What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH**

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthral young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

- 1. UNDERSTAND THE ALGORITHM**  
Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.
- 2. AVOID THE MAIN FEEDS**  
Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.
- 3. DISCUSS WHAT THEY'VE SEEN**  
Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.
- 4. LEARN HOW TO HIDE CONTENT**  
If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.
- 5. SET DAILY LIMITS**  
Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.
- 6. MONITOR THEIR ACTIVITY**  
Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations, as they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.
- 7. TURN OFF PUSH NOTIFICATIONS**  
Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their devices, so turning them off will help your child to practice mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.
- 8. USE DEVICES TOGETHER**  
Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area of the house a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful posts.
- 9. ENCOURAGE OTHER ACTIVITIES**  
Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.
- 10. TALK ABOUT PEER PRESSURE**  
Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

**Meet Our Expert**  
Shazia Barwar-Admi is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.

**NOS National Online Safety**  
#WakeUpWednesday

www.nationalonlinesafety.com @natonlinesafety /NationalOnlineSafety @nationalonlinesafety

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### Our Christian Theme for this half-term is Respect and Reverence

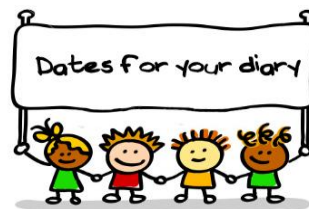
As a school community, we will be looking how we can show respect to each other and towards adults in school and the wider community. We will explore how we can encourage children to respect their own and other people's belongings. We will also learn about the places and objects that can be considered 'holy' or 'sacred'.

### Let's Celebrate!

May 10th	Star Award	Values Award Respect and Reverence
Class 1	<b>Jackson</b> - for great work in music and for accuracy in catching in PE <b>Jude</b> – for great work in music	<b>Evelyn</b> - <i>for a respectful attitude</i>
Class 2	<b>Tobie</b> – for excellent work in maths	<i>To be given out next week</i>
Class 3	<b>Archie and Ellie</b> - <i>for a fantastic attitude all week, especially their contributions in class</i>	<i>To be given out next week</i>

### Attendance

School Target: **98%**  
This year so far: **95%**



### Summer Term 2024

#### May

WB 13<sup>th</sup>: KS2 SATs week (year 6 assessments)

17<sup>th</sup> Primary Panathlon adapted games morning (for selected pupils only)

22<sup>nd</sup> Class 2 trip to Ancient Museum in Thetford

23<sup>rd</sup> Year 6 Crucial Crew event (pm)

24<sup>th</sup> Rearranged yr5/6 Nebula Cricket event for selected children (letters sent out 24.4.24)

24<sup>th</sup> New Intake for September 2024 stay and play event

24 Final day before half-term

## Half-term is: 27<sup>th</sup> May to 31<sup>st</sup> May

### June

3<sup>rd</sup> First day back after half term

5<sup>th</sup> Class 3 Geography trip to Great Yarmouth

7<sup>th</sup> Aylsham High School Transition workshop (Friendly Faces)

10<sup>th</sup> Year 6 leavers and whole class photographs (pm)

18<sup>th</sup> [Class 1 trip to Norton's Farm](#)

WB 24<sup>th</sup> KS2 City Sports events

### July

1<sup>st</sup> Nebula Spelling Bee (KS2 selected pupils)

9<sup>th</sup> Sports Day and family picnic (Slip date in case of poor weather will be the following Tuesday 16<sup>th</sup> )

15<sup>th</sup> Imagine a story event at the Norwich Puppet Theatre (Yr5&6 pupils)

**Thank you for all of your support.**

