

# Lancasterian Primary School

A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued.

## WEEKLY NEWSLETTER



Issue No: 20

[www.lancasterianprimary.co.uk](http://www.lancasterianprimary.co.uk)

Date: Friday 11 February 2022

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

Top Attendance for the week: Early Years: Byron 95%

KS1: Jeffers 99%

KS2: Blackman 99%

# A Real Growth Mindset Half Term!

It has certainly been appropriate that we have been celebrating our value of growth mindset this half term. As a reminder, having a growth mindset is all about facing up to challenges, embracing new knowledge and learning from mistakes. This has been one of the most challenging half terms during the pandemic, due to high pupil and staff absence, the latter of which has made keeping the school up and running very challenging at times. However, I want to say a huge thank you to the staff, who have worked tirelessly to keep disruptions to children's learning to a minimum, and to parents/carers, who have tested and isolated their children in order to help keep infection rates as low as possible. The whole community really has shown a growth mindset in overcoming the difficulties we have faced, and I am proud that all classes have been kept open, with children focused and engaged in their learning!

A HUGE shout out to the children themselves, whose behaviour for learning and ability to cope with change has been astounding. Well done all!! With infections rates now much lower and absence returning to normal levels, I think we can look forward to a much calmer half term ahead; let's all do our best to ensure children are in school EVERY DAY to catch up on missed learning.

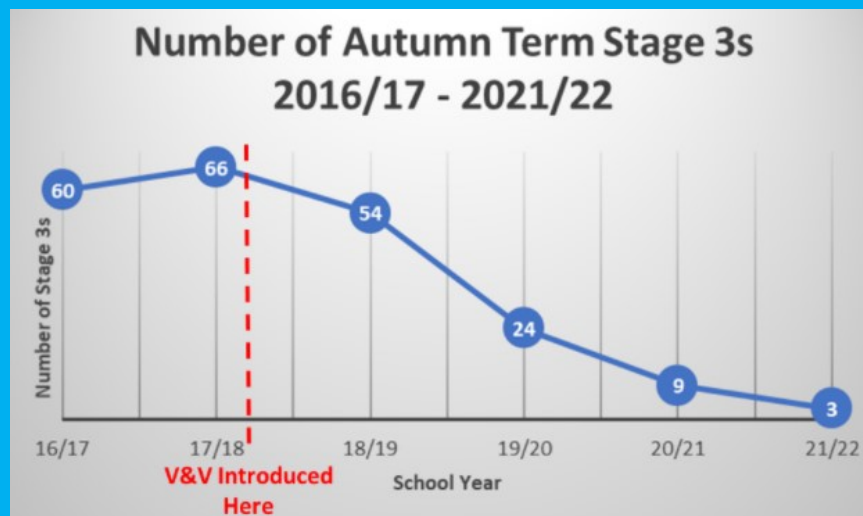
- Paul, Head Teacher

Big thank you and goodbye to one of our parent governors Ilknur Catikkas as she and her family will be moving away from the neighbourhood. Good luck and thank you Ilknur from staff and governors!



## Amazing Stage 3 Behaviour Improvements!

Behaviour at the school continues to be excellent. The graph below demonstrates the significant improvements in behaviour over the past 5 years, showing the number of stage 3 consequences (the most serious behaviour consequence) over the past 5 autumn terms (only autumns terms included so that data is not skewed by spring/summer term COVID closures). The graph also indicates the point at which the new school vision and values were introduced; whilst these are not the only contributing factor to improvements in behaviour, they underpin many other related strategies and policies such as curriculum, behaviour and recruitment. Well done everyone for the joint effort on creating this success!



## **New Acting Assistant Head for Inclusion**

Welcome to our new Acting Assistant Head for Inclusion, Rachel Turnbull. Rachel will be covering for Angela Fitzgerald whilst she is on her maternity leave. I am sure you all know Rachel from her previous role in the school and will welcome and support her in her new role. Rachel's main responsibility will be as the Special Educational Needs Co-ordinator.



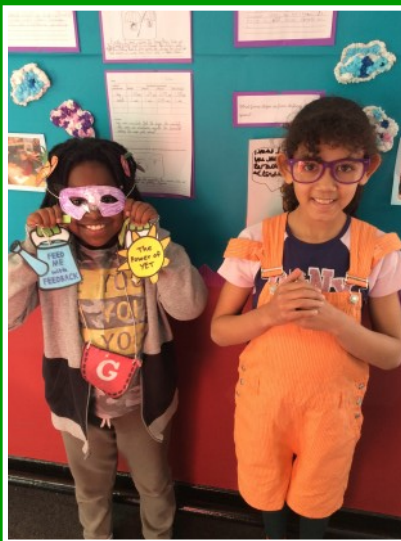
# Growth Mindset Ambassadors

Congratulations to this half term's growth mindset ambassadors, children in Y1-6 chosen by their teacher for their excellent growth mindset attitudes. These children have all received an ambassador badge, a stationery set and will take part in a prize for all the values ambassadors at the end of the school year.

Class	Growth Mindset Ambassador
Y1 Andrews	Gabriella
Y1 Rashmi	Mikey
Y2 Jeffers	Zuzanna
Y2 Ringgold	Erin
Y3 Akala	Emre
Y3 Mian	Dylan
Y4 Dahl	Suna
Y4 Kerr	Bogdan
Y5 Coelho	TBC
Y5 Magorian	TBC
Y6 Blackman	Emre
Y6 Zephania	Maya



# Gerty Dress Up Day



# STEM week

STEM week at Lancasterian went with a bang when we hosted Dr Syzdlo who wowed and amazed the children with chemistry and physics.



The Gifted Charity Organisation have been funded to deliver an amazing parenting and community project in and for Haringey residents called **The Fatherhood Project**. Their aim is to engage as many as 60 dads (men) and support them to engage with regular weekly meet-ups as part of our community project.

They have joined up with local cafe 'T on The Green' where dads can meet up/socialise, share parenting ups and downs whilst their children eat for **free!** (registration required), as well as Marcus Garvey Library once a month for arts and crafts with their children. They also run interactive online social events via Instagram and Zoom.

**ARE YOU PASSIONATE ABOUT ENABLING YOUNG PEOPLE TO REACH THEIR FULL POTENTIAL?**

- ☆ **WOULD YOU LIKE TO COACH AND DEVELOP THE NEXT GENERATION OF YOUNG LEADERS?**
- ☆ **DO YOU LIKE DEVELOPING PROGRAMMES AND EXPERIMENTING WITH NEW IDEAS?**

**WE'RE HIRING SESSIONAL SUPPORT WORKERS**

☆ **EMAIL: [JOBS@THEGIFTED.ORG.UK](mailto:JOBS@THEGIFTED.ORG.UK)** ☆ 

THE GIFTED ORGANISATION UK PRESENTS



**THE FATHERHOOD PROJECT**

*Live Show*  
**EVERY MONDAY @ 7PM**

 **JOIN US ON INSTAGRAM @THEGIFTEDUK**

**MEET-UPS:**  **SATURDAY CREATIVE DADS CONNECT FAMILY FUN CRAFT TIME WITH DADS MONTHLY FROM: 29 JANUARY 2022 TIME: 11.30AM - 1.30PM ADDRESS: MARCUS GARVEY LIBRARY TOTTENHAM GREEN LEISURE CENTRE, 1 PHILIP LANE, LONDON N15 4JA**

 **DADS MEET-UP: TUES, THURS, SAT KIDS EAT FREE (\*MUST REGISTER) DATE: STARTING 15 JANUARY 2022 EVERY WEEK - REGISTER FOR TIMES ADDRESS: T ON THE GREEN CAFE BRUCE CASTLE PARK PAVILION LORDSHIP LANE, LONDON N17 8NJ**

**EMAIL: [INFO@THEGIFTED.ORG.UK](mailto:INFO@THEGIFTED.ORG.UK)**  
**WEB: [WWW.THEGIFTED.ORG.UK](http://WWW.THEGIFTED.ORG.UK)**

# Mental Health Week

This week 7th February - 13th February is Children's Mental Health Week. There are many great resources that we have come across which staff use to support with advice and practical guidance on key areas, such as encouraging empathy, conflict resolution, pupil wellbeing conversations, emotional intelligence and managing stress. We think these resources would be great for you to use at home too.

# Managing Stress

Stress is an uncomfortable experience of pressure or worry caused by problems in your life. Stress can cause many different symptoms and may affect how we feel physically, mentally, how we behave and make choices. It is not always easy to recognise when stress is the reason you are feeling or acting differently.

This guide will give you some top tips so that you can take action to reduce the symptoms of stress in your life.

## 1. WARNING SIGNS, PART 1



Warning signs of stress include emotional symptoms such as anxiety, fear or loss of confidence and cognitive symptoms such as poor concentration, poor memory or repetitive thoughts.



## 2. WARNING SIGNS, PART 2

Warning signs also include physical symptoms such as excessive sweating, racing heart rate, headaches and muscle tension. Behavioural symptoms might include, poor sleep, irritability, drinking excessive amounts of coffee or alcohol or losing your temper.



## 3. UNDERSTAND YOUR TRIGGERS

Take time to reflect on situations which may be causing stress. Once you know what they are, you can begin to reduce your exposure to the stressors and/or manage the causes.



## 10. PRIORITISE WELLBEING

As a way of preventing stress, you should prioritise your wellbeing and be consistent about it. A one-off activity will have some impact, but it won't help you manage stress or maintain wellbeing in the long term.

## 9. MANAGE YOUR TIME

Prioritising tasks, including emails and wellbeing activities, will be a crucial first step to change and taking control. Get someone to help you to keep on track with the change.



## 8. CHANGE YOUR PERSPECTIVE

Amend your thinking and expectations of what is possible or doable. Reduce the pressure on yourself by reframing the problem or accepting that not everything will be finished or perfect. Most of the time, good enough is ok.



## 7. USE YOUR SOCIAL NETWORK

Plan opportunities for fun and enjoyment with people you care about and who care about you. This could be sharing a new experience or an activity you enjoy doing together. Share and talk about your feelings too, sometimes that is all that is needed to cope.

## 4. TAKE CONTROL

Often stress symptoms are caused by feeling out of control. Not doing anything about the stress triggers or symptoms will make things worse, so start by understanding what you can and what you can't control.

## 5. MAKE HEALTHY CHOICES

Plan regular, healthy activities which will reduce stress symptoms. These will be a non-negotiable part of your week and a regular antidote to stress.

## 6. INDUCE CALM

Activities known to help induce calm range from deep breathing, meditation and mindfulness to walking, outdoor exercise or gardening.



The National College

This guide is part of The National College staffroom poster series

A collection of information posters for your school staffroom.



Meet the Expert: Anna Bateman

Anna Bateman, subject matter expert on mental health & wellbeing and school improvement adviser

The National College | Remote video CPD to empower school leaders & teachers

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# Emotional Intelligence

Emotional Intelligence helps people to perceive emotions in themselves and others, take control of stress and overwhelming emotions and build and maintain better relationships.

So how can you help your pupils to become more emotionally intelligent and manage exam stress, conflict and promote good mental health?

## 1. DEVELOP SELF-AWARENESS THROUGH THE CURRICULUM

Provide opportunities through the curriculum for pupils to widen their emotional vocabulary, and understand the emotions of characters through literacy texts and current news.



## 2. DEVELOP SELF-AWARENESS THROUGH PSHE

Explicitly teach pupils to connect emotional vocabulary with their own physiological experience. Teach pupils that feelings give us information that is helpful, and there are no good or bad feelings, just uncomfortable or comfortable ones.



## 6. APPLY TO CONFLICT SITUATIONS

At times of conflict, it is helpful to remind pupils that they can use these skills to understand, empathize and regulate their own emotions. They can also use problem solving skills to resolve conflict.



## 3. DEVELOP SELF-AWARENESS IN THE MOMENT

When pupils display a particular emotion, help them name it. When you can name it you can tame it.



## 5. HELP PUPILS TO PROBLEM SOLVE

Once pupils can understand and regulate their emotions, they can then make healthier choices and problem solve more effectively because they are not hijacked by strong emotions. Help pupils develop the skill of problem solving regularly.



## 4. MODEL HEALTHY SELF-REGULATION

Self-awareness leads to regulation. Provide pupils, through modelling and discussion, ways of managing and regulating overwhelming feelings i.e. calming down techniques, mindfulness, safe space or walk and talk.



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# Conflict Resolution

Conflict can arise through personal differences between individual pupils, problems which occur outside school life and are brought into school, or from difficulties arising from the breakdown of relationships between individuals or groups of pupils. This guide will provide you with the basic steps you can take to help pupils resolve conflict and develop the necessary skills to deal with difficulties which arise.

## 1. FORMULATE POLICY

When a school has a clear process for conflict resolution which is used by everyone, it helps pupils to learn the skills of dealing with conflict and to know what is expected when it does occur.



## 2. MANAGE EMOTIONS

Before any conflict is to be resolved, pupils need to access their executive functions such as thinking, listening and problem solving. This is not possible when their emotions are in charge. Help them to find the best way of calming down, and support them in this process if necessary.



## 3. PRACTISE IN THE CLASSROOM

If pupils can learn skills such as calming down techniques, active listening, debating and problem solving during lessons away from actual conflict, the better they will be able to employ these skills when conflicts do arise and strong emotions run high.



## 4. BE CONSISTANT & PATIENT

Helping pupils learn the skill of conflict resolution takes time, particularly where strong emotions are involved, or pupils have not had good conflict resolution modelled before.



## 5. ESTABLISH THE FACTS

Seek to gain the whole picture of what has happened from all parties so that the different perspectives are understood by all. This involves pupils actively listening to each other.

## 6. BUILD EMPATHY

If pupils understand their own feelings and those of others, it will begin to build empathy and an establishment of connection and reconnection between all those involved.

## 7. IDENTIFY RESPONSIBILITY

Where appropriate, it is important that pupils take responsibility for their actions and the consequences it has had for those involved. A good prompt for this might be 'Could you have done something differently to change what happened?'



## 8. DISCUSS SOLUTIONS

Share ideas and problem solve. Seek to reach agreement on the most suitable solution or solutions. This may need to be modelled by an adult to begin with.



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**Haringey**  
LONDON

NEWSLETTER

## SEND support guidance

The vast majority of children with SEND have their needs well met in their local school with high quality teaching which is targeted to their needs.

This month saw the launch of our SEND support guidance. It was produced by a group consisting of School improvement officers, Specialist teachers, Educational psychologists and school SENDCos with input from pupils and therapists.

The guide states clearly the high-quality teaching which will be in place and the ways it can be targeted to students' needs as part of everyday provision in all Haringey schools. This will ensure that children will receive good provision.

## Activities for young children with SEND

### Activities and sensory play for children with SEND needs

- **Location:** Woodside Nursery and Children's Centre, 59 White Hart Lane, N22 5SJ
- **When:** Every Friday
- **Time:** 10am – 11.30am

Please contact the centre directly for further information on 020 8888 4398.

### Groups for young parents and hearing-impaired children

- **Location:** Noel Park, Entrance via Russell Park, Maurice Avenue, N22 6PU
- **When:** Every Tuesday
- **Time:** 1.30pm – 2.30pm

For more information, and/or to join, please call Zoe on 07816 111898.



## SEND Transformation Programme

- [SEND Executive Board](#)
- [Local Area SEND Inspection](#)
- [Practice Developments](#)
- [Public reports](#)
- [Consultations](#)



## FLAG FOOTBALL, SOCCER AND MULTI-SPORTS CAMP

Tottenham Hotspur Foundation are delivering a February half-term sports camp, to support young people (age 8 – 12) to stay active through football and sport. Coaches will provide a variety of sessions including football, NFL flag football and much more. On Friday 18<sup>th</sup> February, during the session the participants will have a chance to see the NFL changing rooms within the stadium along with a workshop run by Spurs coaches.

**MONDAY TO FRIDAY 11AM – 12PM**

**N17 ARENA, TOTTENHAM HOTSPUR STADIUM, N17 0BX**  
(CORNER OF PARK LANE AND WORCESTER AVENUE)

Please note that participants must sign up to sessions in advance. To sign up and register please contact [thf-activities@tottenhamhotspur.com](mailto:thf-activities@tottenhamhotspur.com)

To learn more about what Tottenham Hotspur is delivering on its doorstep, download the Spurs Official App or visit [tottenhamhotspur.com/passionate-about-tottenham](http://tottenhamhotspur.com/passionate-about-tottenham)



## INTERESTED IN BECOMING A COACH? UNSURE WHERE TO START?



Take your first step towards becoming a sports coach by completing your Sports Leaders Level two Award with Tottenham Hotspur Foundation.

**Two Day Course**  
**Open to those aged 14 and over**

**Tuesday 15 and Wednesday 16 February**  
**10am - 4pm**  
**Tottenham Community Sports Centre**



[FOUNDATION@TOTTENHAMHOTSPUR.COM](mailto:FOUNDATION@TOTTENHAMHOTSPUR.COM)

0208 365 5138

To learn more about what Tottenham Hotspur is delivering on its doorstep, download the Spurs Official App or visit [tottenhamhotspur.com/passionate-about-tottenham](http://tottenhamhotspur.com/passionate-about-tottenham)

# Holiday Fun: February half term activities for children in Haringey

There's lots happening to keep children occupied during half term next week, including free sporting activities, Bruce Castle family trails and £1 swims. Please can you circulate our leaflet to your school communities:

[Holiday fun | Haringey Council](#)

[February 2022 half term fun booklet \(haringey.gov.uk\)](#)

# Haringey Schools Bulletin

## Support for families with young children this winter



Winter is a time when many young children suffer from viruses and chest infections. This can be worrying for parents and carers, but help is at hand!

The 'Boloh' helpline, run by Barnardo's and funded by NHS England and the Department of Health and Social Care, has been set up to support families with young children experiencing coughs, colds and chest infections at this time of year.

You can access the Boloh helpline by:

phone: 0800 151 2605 (Monday-Friday: 10am-8pm, Saturday: 10am-3pm) Calls are free from mobiles and landlines.

web chat

email: [helpline@barnardos.org.uk](mailto:helpline@barnardos.org.uk)



## Half term ice rink at Devonshire Hill Primary School

Devonshire Hill Primary School will be hosting an ice rink during February half term! This event will be open to the public so please encourage your friends and family to book tickets.

10am – 5pm | Friday 19 February  
– Monday 21 February

Tickets are now available via our Event Brite page:

<https://www.eventbrite.co.uk/e/ice-skating-tickets-242657323587>



February 2022

Half term

**FUN**

Activities, courses  
and events for  
children and young  
people in Haringey



**£1**  
swim

for all under 16 years  
old (excluding  
Lido)



[haringey.gov.uk/holidayfun](https://haringey.gov.uk/holidayfun)

# **KEEP CHILDREN SAFE, NOT SORRY** **PARENTS' SAFEGUARDING CHECKLIST**

## **QUESTIONS TO ASK BEFORE YOU LEAVE YOUR CHILD IN ANY OUT-OF-SCHOOL ACTIVITY**

- Can I observe the sessions?
- Is there a safeguarding policy? Is it on your website?
- Who is your safeguarding lead and what is their number – so I can add to my phone contacts?
- Are all the staff trained in safeguarding & first aid in the past year? Can I see the certificates?
- Is there a health & safety policy in place?
- What are the emergency procedures?

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As a rule of thumb, any out-of-school activity should feel as safe and organised as a school activity. Child-adult interactions should look like they do in schools.

### **If something does not feel right:**

- 1) Speak to your **child**
- 2) Speak to your **Local Authority Designated Officer (LADO)** on 020 8489 2968
- 3) Speak to the **Police** on 101

**THE HARINGEY LADO IS RESPONSIBLE FOR ALL WORRIES ABOUT THOSE WHO  
WORK WITH CHILDREN IN HARINGEY**

[lado@haringey.gov.uk](mailto:lado@haringey.gov.uk) | **Duty Tel Number:** 020 8489 2968

# Updated Isolation Rules

Please read very carefully as there are some changes.

## Coronavirus 5 Day Isolation Period

Self-isolation for Coronavirus cases has been reduced to 5 days, as long as lateral flow device tests (LFDs) are used to check that the virus has cleared. As such:

- infected people should isolate for at least 5 days from the onset of their symptoms, unless they cannot take an LFD for any reason in which case they isolate for 10 days.
- they must take LFDs on day 5 and day 6 of their isolation period. If they receive two negative test results they are no longer required to complete 10 full days of isolation. The first test must be taken no earlier than day 5 of the isolation period and tests must be taken 24 hours apart. This also applies to children under 5, if parents/carers wish to. If both these test results are negative, and they do not have a high temperature, they may end their isolation after the second negative test result and return to school. So, if the LFDs are taken early morning on day 5 and day 6 and both are negative, they can return to school on day 6.
- if the LFD on day 5 or day 6 are positive, they should continue to self-isolate until they get negative results on two consecutive days or until they have completed 10 full days of isolation, whichever is earliest.
  - if no tests are taken, then a full 10 day isolation period will need to be completed.
  - in all cases, staff and pupils can only return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature, they should keep isolating.
- if someone has tested positive whilst not experiencing symptoms but develops symptoms during isolation, they should restart the isolation period from the day they develop symptoms.

