

# ST ANDREW'S CE PRIMARY SCHOOL



A MEMBER OF THE  SW9 PARTNERSHIP

**School Term and  
Holiday Dates**

**Summer Term 2024**

**Last Day of Term –**

Wednesday 24th July 2024

**School Closes at 1.30pm**

**Broadstairs Beach Trip**

**Friday 19th July 2024**

**Newsletter 107**

**Friday 21st June 2024**

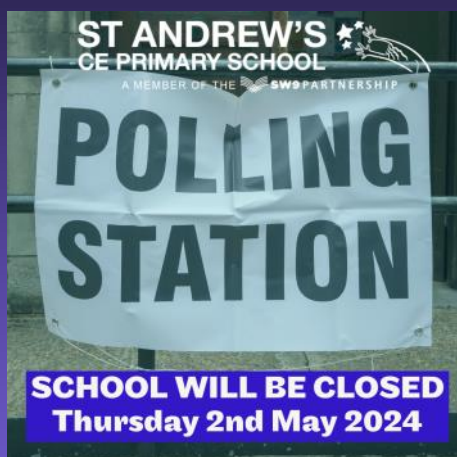


## We're off to the beach!



It's so good to see so many of our children and parents excited about the planned trip to the seaside in July. Thank you for reserving your seat to on the 'Broadstairs Express'. Fortunately, the majority of children will be attending the beach with us so we will not be releasing tickets on a lottery. Next week, we will be inviting you to a meeting where we will explain what they day will look like and answer any questions that you may have.

## Friday 19th July 2024



**Contact us: 0207 274 7012 or**

**[admin@standrewsce.lambeth.sch.uk](mailto:admin@standrewsce.lambeth.sch.uk)**

**Don't forget to check out the website: [www.standrewsprimaryschoolstockwell.org](http://www.standrewsprimaryschoolstockwell.org)**

**Check out our class blog site: [www.standrewsallstars.com](http://www.standrewsallstars.com)**

# Trips

Y4 Visit  
**Brockwell Park**  
 with Iqra  
 Monday 24th of June



Y6 Visit  
**The Lambeth Archives**  
 Tuesday 25th  
 June 2024



## Reception Class Meeting



**Thursday 27th June 2024**  
**2.30—3.30 pm**

## Year 6 Summer Trips and After SATs Treats

**Oxygen at the O2**  
 Friday 28th June



## Attendance Matters

Attendance Percentages Last Week

YR—90%  
 Y1—84%  
 Y2—88%  
 Y3—97%  
 Y4—90%  
 Y5—96%  
 Y6—90%

Number of Children Late Before the Close of Register

YR—07  
 Y1—09  
 Y2—03  
 Y3—07  
 Y4—02  
 Y5—08  
 Y6—01

Number of Children Late After the Close of Register

YR—2  
 Y1—1  
 Y2—1  
 Y3—1  
 Y4—0  
 Y5—2  
 Y6—0



Class

Cosmic  
 Golden  
 Diamond  
 Heroes  
 Stardust  
 Aladdin  
 Mars

Number of children who read every day this week

YR—13  
 Y1—11  
 Y2—13  
 Y3—18  
 Y4—18  
 Y5—21  
 Y6—19

Percentage

YR—65%  
 Y1—39%  
 Y2—86%  
 Y3—75%  
 Y4—62%  
 Y5—84%  
 Y6—86%



**SPORTS DAY**

**FRIDAY 5TH**  
**JULY**  
**10-1.30**



# SPORTS FUNDRAISER



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

**We raised £180.**

**The school council are overjoyed and as well as pencil cases they will also use the money raised on some equipment in the playground.**





# What Parents & Educators Need to Know about SCHOOL AVOIDANCE

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

## UNDERSTANDING SCHOOL AVOIDANCE

### REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

### PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

### COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

## IMPACT OF SCHOOL AVOIDANCE

### LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

### LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

### CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

## Advice for Parents & Educators

### WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

### FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

### MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

### REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

### 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

Source: See full reference list on guide page at: [nationalcollege.com/guides/school-avoidance](https://nationalcollege.com/guides/school-avoidance)

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