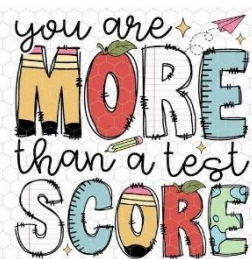


Well done Y6

We are very proud of our Y6 pupils, who worked really hard and were very sensible during their SATs last week. We encourage our children to do their very best and achieve well, but we recognise and value everyone's unique strengths and support pupils' wellbeing and development.



Absence during term time

If you are completing a leave of absence request for your child during term time, we do ask that these are submitted at least four weeks in advance when possible. This is to make sure we have time to update our registers and record attendance accurately.

Red Thread



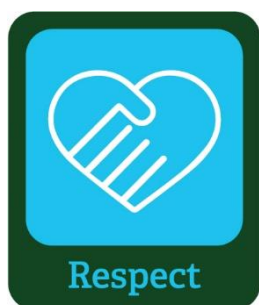
We are grateful to be part of Nottingham Forest's Red Thread campaign and receive 50 football shirts to use in PE and sport across school. Here's some of our Y4 pupils wearing them in the sunshine today!

Road safety

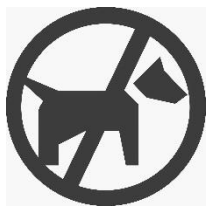
A big thank you to the team at British Gypsum & XPO for providing our Y2/3 children with a fun, interactive workshop on lorry safety this week. This is important for our community and the children were very well behaved.



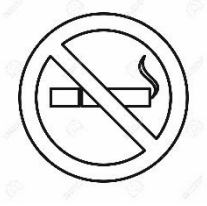
Our Y2 pupils have also been out and about this week, exploring East Leake as part of their geography topic.



Please remember these rules when on school grounds:



No dogs are allowed on the school site.



No smoking or vaping on the school site.



Please dismount bicycles and scooters when on the school site.



Please park safely around our school site and be considerate of our local community.

School uniform

We are updating our uniform policy for the 2025/26 academic year. The main changes are making our expectations for PE kit clear and easy to follow and introducing a school uniform to our nursery children.

To view the policy, [click here](#) and you can provide your [views here](#) (up until Friday 6th June).

Payments and communication with school

It's important that all parents/carers sign up and download the School Gateway app, as we will be moving home-school communications from Weduc to School Gateway later this term.

The set-up is quick and easy, and should take a couple of minutes. Search for "School Gateway" in the Apple App Store/Google Play, or on your phone go to www.schoolgateway.com/apple (Apple) or www.schoolgateway.com/android (Android).

Term Dates 2025/26

We have confirmed our term dates for the 2025/26 academic year – following the pattern set by Nottinghamshire County Council. [Click here](#) to see the calendar. In addition, our INSET days are:

- Day 1: Monday 1 September 2025
- Day 2 Friday 17 October 2025
- Day 3: Monday 5 January 2026
- Day 4: Monday 23 February 2026
- Day 5: Monday 27 July 2026

We look forward to seeing the children back at school on Tuesday 3rd June!



Last day of half term: Friday 23 rd May Pupils return to school on Tuesday 3 rd June	
Wednesday 11 th June	Nursery class assembly
Thursday 12 th June	Y5 Musical 2pm & 6pm
Friday 13 th June	Y6 Halle Orchestra visit to Royal Concert Hall
Wednesday 18 th June	Reception – Miss Stevenson class assembly
Thursday 19 th June 9:15am	Reception & KS1 Sports Day
Friday 20 th June	KS2 Sports Days Y3/4: 9:30am Y5/6: 1:45pm
Wednesday 25 th June	Reception – Mrs Cotton class assembly
Wednesday 25 th June	Nursery Sports Day
Thursday 26 th June	Whole school theatre production 'Secret Garden'
Monday 30 th - Wednesday 2 nd July	Y6 pupils transitions days at ELA
Wednesday 2 nd July	'Moving up' morning across school – children meet their new teacher
Wednesday 9 th July 3:20pm – 3:45pm	Meet your child's new teacher for parents/carers
Friday 11 th July	End of year reports sent to parents/carers
Wednesday 16 th July 3:20-3:45pm	End of year report feedback – parent drop in (optional)
Friday 18 th July	House winners treat
Wednesday 23 rd July 9:30am - 11:00am	Nursery graduation
Wednesday 23 rd July	CARE awards & moment to shine assembly
Friday 25 th July 9:00am	Y6 Leavers Assembly
Last day of summer term: Friday 25 th July 2025 Children return to school on Tuesday 2 nd September 2025	

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about VIOLENT CONTENT ONLINE

Around 70% of teenagers say they've seen real-life violence on social media in the past year – often from as young as primary school age. Just 6% actively seek it out; most encounter it through group chats or social media algorithms. From fights and pranks to hate speech and graphic media, exposure to violent content online is more widespread – and more harmful – than many adults realise.

WHAT ARE THE RISKS?

MENTAL HEALTH AND TRAUMA

Children and young people report feelings of anxiety, guilt, shame or fear after seeing violent content. For some, these effects may be short term, but for those with existing vulnerabilities or past trauma, the impact can be more severe. Many also feel pressured to 'laugh off' violent content to fit in with friends, even when they find it distressing.

BEHAVIOUR CHANGES

Exposure to online violence can lead to fear and avoidance behaviours – such as skipping school or staying indoors. When children see weapons used in videos, it can heighten their perception that the world is unsafe and, in rare cases, increase the likelihood they'll consider carrying a weapon themselves, such as a knife for protection.

ESCALATION AND PARTICIPATION

Violent videos often go viral quickly. What begins as an online argument can spill into real-world fights – which are sometimes filmed and shared to gain views or status. Some children even admit to sharing or creating violent content themselves to gain attention or boost their reputation.

DESENSITISATION

Older teens may become numb to violent content after years of exposure, admitting they're unlikely to report it. Younger children also tend not to report it – usually because they don't believe anything will be done or because they're afraid of being labelled a 'snitch' by their peers.

HARMFUL IDEOLOGIES

Violent content online may overlap with racist, misogynistic or otherwise extremist ideas. These messages can dehumanise others or glorify violence as a way to gain power, popularity or notoriety. Over time, this can normalise dangerous behaviours and attitudes among impressionable viewers.

DISPROPORTIONATE IMPACT

Not all children are affected equally. Those who are excluded from school, marginalised, disabled or neurodivergent are often more vulnerable to the effects of online violence. It's essential to consider wider context – including home life and access to safe spaces – when thinking about potential harm.

Advice for Parents & Educators

CREATE SUPPORTIVE SPACES

Many children feel adults are too busy or won't understand their experiences online. Take time to build trust through non-judgemental conversations about what they're seeing. If they don't want to speak to you directly, gently signpost trusted services they can turn to for support.

KNOW WHAT'S ILLEGAL

Some violent content is simply upsetting, while other examples may be criminal or a safeguarding matter that needs reporting. Help children understand the difference by staying informed about online laws and social media reporting procedures. A useful resource is reportharmfulcontent.com.

AVOID HARSH RESTRICTIONS

Fear of punishment is a major reason young people stay silent about violent content. Try not to overreact or threaten to take away devices. Instead, reassure children that they can speak openly and that asking for help won't get them into trouble.

UNDERSTAND TECH AND TRAUMA

Older children may already know how to block accounts or avoid triggering content. Help younger or more vulnerable children learn these tools and encourage habits that reduce exposure. Just as importantly, teach techniques that help them process distress – building resilience and emotional literacy for both online and offline life.

Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in digital safety, media law, and young people. Her PhD investigates children's understandings of risk online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal, and ethical considerations for the digital age. Visit onlinemedialawuk.com for more.



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