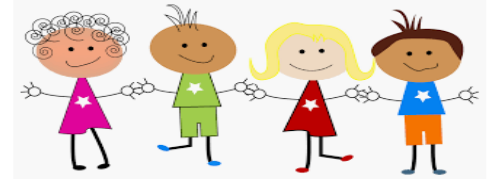




Newsletter



14th January 2022

Headteacher Awards

- Reception:** Lacie for trying out different activities and exploring the outdoor area more. It has been lovely seeing your confidence grow. Lara for her enthusiasm towards our new topic, 'Toys'!
- Year 1:** Arwen for your fantastic attitude to learning at the beginning of the new term. Florence for working hard in phonics and trying her best to learn new sounds.
- Year 2:** Edie for super work and progress in phonics. Jade for working hard in English using the sounds she knows.
- Year 3:** Headteacher awards go to Maisie and Paige. In English, we looked at the poem, The Coming of the Iron Man and learnt how to write similes. Maisie produced some lovely writing with good similes using exciting vocabulary. She is working really hard on her writing. Keep it up! After taking her Star Reader test, Paige improved by 258 points making her ZPD 2.9-4.2. This is amazing progress Paige, well done!
- Year 4:** Jack for his super efforts in his Maths lessons. He worked really hard on finding factor pairs and his times table knowledge is improving. Lanikai for being very dedicated to our Fitness Friday PE lessons. She is always determined to keep pushing herself, encourage others as well as always having a smile on her face! As well as this her dance moves in aerobics are amazing!
- Year 5:** Amelia for a brilliant effort during RE and for writing excellent ideas onto her knowledge organiser. Ruan and Tyson for putting their hands up more to contribute ideas and for trying new vegetables in DT.
- Year 6:** Caitlin for a huge improvement in writing. Ethan for improving his star trader score to get 15+ years. Josh for improving his arithmetic score.

Golden Tickets

- Reception:** Memphis for fantastic phonics.
- Year 1:** Evie-Mai for lovely manners.
- Year 2:** Bradley for knowledge of present tense.
- Year 3:** Lexi-Rose for handing in her maths homework early.
- Year 4:** Charlotte for completing a row of diddi-dots.
- Year 5:** Evie for getting 100% in an AR quiz.
- Year 6:** Brooke T with good knowledge with fractions.



Handwriting Pen Licence

Well done to the following children who have received the handwriting pen licence in Year 6:

Jack B, Ethan, Jacob W, Esme, Harry, Lily and Lola.



Football News by Logan

On 11th January we played against Luxulyan School. In the first half the score was 0-0 and then at the end of the game it was 4-0 to Luxulyan.

Jenson was man of the match because he was very good with his skills and he was trying to get the ball into the box a lot to score goals for us.

Riley and Jack were the defenders – they were very good at clearing the ball and not letting the other team get past them.

We are looking forward to our next match.

Netball News by Sophie B

On 11th January we went to Luxulyan and played a netball match. At first, Luxulyan were winning by a few goals but towards the end we scored 1. The final score was 10-1 to Luxulyan. They won and we all did a big cheer because they were very good.

From Mrs Powell:

The players of the match were Jack D, Harriet and Sophie for showing resilience and having fun even when the going got tough.

Reading at Home

SUPPORTING YOUR CHILD TO BE A GREAT READER

Make reading meaningful

Try a simple craft or game where instructions need to be followed, or let your child pick a recipe they want to make. Alternatively, pre-read a page or two of a book and write a simple quiz about what you have read. If your child finds 4 out of the 5 answers, reward them with a small prize, or work towards a bigger reward for the whole family.



If you have any tricks or tips to encourage reading, please let us know!

Parent and Visitor Code of Conduct

Please take the time to read our Parent and Visitor Code of Conduct on the school website – here is the link.

https://www.roche.cornwall.sch.uk/wp-content/uploads/2021/11/TPAT-Parent-and-Visitor-Code-of-Conduct_Oct-21.pdf

Some excerpts are below for your attention.

3 Expected behaviour and conduct

3.1 As well as following the guidance in each school's Home-School Agreement (as appropriate), the Trust expects parents, carers and visitors to:

- Respect the caring ethos of the school, underpinned by its core values;
- Understand that both teachers and parents need to work together for the benefit of their children;
- Treat all members of the school community with respect and set a good example in their own speech and behaviour;
- Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour;
- Approach the school to help resolve any issues of concern;
- Raise concerns about the school through the appropriate channels by contacting the relevant teacher, the Headteacher or the Chair of the Local Governing Body, so they can be dealt with fairly, appropriately and effectively for all concerned;
- Contribute positively and constructively during meetings with school staff or governors.
- Respect and adhere to the school safeguarding and child protection policy.

4 Behaviour and conduct which is not tolerated

4.1 In order to support a peaceful and safe environment in each school, the Trust will not tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including sports pitches;
 - Using loud or offensive language, swearing, cursing, using profane language or displaying temper;
 - Threatening to do harm to a member of school staff, governor, visitor, fellow parent/carer or pupil/student regardless of whether or not the behaviour constitutes a criminal offence;
 - Damaging or destroying school property;
 - Openly displaying disrespect to any member of school staff or governor;
 - Making defamatory, offensive or derogatory comments in communication, either verbal or written (including emails, text/voicemail/phone messages or other written communication) to a member of staff or governor;
 - Making defamatory, offensive or derogatory comments regarding the school or any of the pupils/students, parents, staff or governors at the school on any social media sites (see paragraph 5);
 - Threatening a member of staff or governor either verbally or with written comments;
 - Using equipment to record conversations with members of staff and governors;
 - Using physical aggression towards another adult or child. This includes physical punishment against their own child on school premises;
 - Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child (such an approach to a child may be seen to be an assault on that child and may have legal consequences);
 - Smoking and consuming alcohol or other illegal drugs whilst on school property.
- 4.2 Should any of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, ban the offending adult from entering the school premises.

Continued on next page:

Parent and Visitor Code of Conduct continued...

5 Inappropriate use of social media

5.1 Any concerns that parents or other community members may have about a school in the Trust must be made through the appropriate channels by contacting the relevant teacher, the Headteacher or the Chair of the Local Governing Body, so they can be dealt with fairly, appropriately and effectively for all concerned.

5.2 In the event that any parent/carer of a pupil/student at one of the Trust's academies or other community member is found to be posting libellous or defamatory comments through any medium, they will be reported to the appropriate 'report abuse' section of the network site.

All social media sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The Trust will also expect that any parent/carer, pupil/student or community member removes such comments immediately.

5.3 In serious cases the Trust will also consider its legal options to deal with any such misuse of social media and other sites.

Cornwall Hospice Care – Santa Run



We were thrilled to be able to present this cheque to Cornwall Hospice Care this week.

Alongside Pebbles who also joined in with the Santa Run, we raised just under £1000 together which is absolutely phenomenal!

Thank you to the Parents and Carers from Roche CP School and Pebbles for their generous donations.

E-Safety

The internet is now a major part of almost every aspect of daily life – and that's just as true of family life as it is work or entertainment.

We live in a time where wild Pokémon are roaming around museums and digital blocks are being used to recreate The Great Fire of London.

It would be a missed opportunity for children not to actively engage and develop skills through these digital endeavours and [research shows that ultimately digital-savvy kids are far safer online](#).

So what are the online safety rules that matter? Here are our five key tips:

Continued on the next page...

Building a child's digital resilience will keep them safer than blocking or filtering

The best way to ensure that children stay safe and make the right decisions online is through confident parenting. Allowing your child to self-regulate by encouraging their online interests, discussing boundaries and being available for support if they need it is far more effective than content blocking tools.

This is backed up by a study *A Shared Responsibility: Building up Children's Online Digital Resilience* which was produced by Parent Zone and the Oxford Internet Group in 2014.

The study, which looked at the online behaviour of 2,000 14- to 17-year-olds, found that those who were able to self-regulate their internet and social media use were better able to cope when they encountered potentially harmful or inappropriate content online.

Our study also found that building resilience through parental support and self-regulation was likely to result in children with enhanced digital skills as they are more likely to seek out new opportunities independently and develop and express their identities.

Vicki Shotbolt, Parent Zone CEO says, "Children need to develop their independence, take risks and find their own ways to cope with things. There comes a point when it isn't possible to keep track of what your child does online. You'll be relying on things you taught them early on, and doing everything you can to make sure that you're there if they need you."

Don't limit the talk you have with your child to 'the online safety conversation'

If a big story about online safety makes the headlines, then you might see it as an opportunity to discuss the issue with them, but don't let this be the limit of the conversation you have with your child about their online life.

Discuss the adventures your children have online, take an active interest, find out what they're good at and like doing and make sure that it's an ongoing discussion and that safety forms just part of this.

If your child approaches you about something that has worried them online, make sure that they are able to talk to you about what to do if they see something that upsets or worries them. Explain that they won't get into trouble for making a mistake and that you can help them sort things out.

Balance taking an interest in your child's online activities with giving them the space to be independent

In the real world, you can't always be there to help your children cross the road without coming to harm – they internalise the road-safety messages you teach them and then they learn to navigate journeys safely and independently. The same rules apply in an online environment.

While co-playing your child's favourite game or organising online activities together might be a good way of getting to explore what they like to do online and what they're good at, make sure you give them the space they need to internalise safety messages, make their own decisions and establish their own identities online.

The Oxford Internet Institute research showed that young people who have had the space to internalise safety messages and self-regulate their internet activities are not only more likely to make better decisions in potentially harmful situations, they are more likely to acquire new skills and interests; be more creative; engage more in civic activities and develop richer social relationships.

Don't be afraid to set boundaries

Giving your child the freedom to explore online doesn't mean being a completely hands-off parent. Research shows that parental interest and involvement is positively correlated with online resilience – children who are given boundaries will grow up feeling far more secure; so don't stay completely removed from your child's online life.

Set expectations of how they should behave towards others online – their friends and people they don't know. Discuss rules about sharing photos and images of themselves and others: can they bring phones and tablets to the table at meal times? Can they have them in their bedrooms?

Make sure that these boundaries form part of the overall online conversation you have with your children rather than presenting them with a series of inflexible rules – it's better to encourage them to use their own judgement based on the boundaries you help set out.

Concentrate on *how* children use digital media rather than for *how long*

There's no 'one size fits all' as far as screen time goes – a view backed by research by the Oxford Internet Institute. It's far more important to focus on the context and content of your child's digital media use rather than the time they spend on screen, as well as the connections they make though it.

You might want to think about the following:

- Is the activity your child doing passive? Is it exciting and adrenaline-filled? Are they being creative? Are they talking to their friends? Are they talking to people they don't know?
- The age of the child. Younger children may need more limits set to help them regulate how much time they spend on a screen and have that balanced with offline activities. Older children may be better able to regulate or agree time limits with you.
- Does the child have a healthy balance of offline activities that they do regularly?
- Setting a good example. Parents can help their children by not being intimidated by new technologies, as well as modelling constructive and balanced digital habits themselves.'

<https://www.parents.parentzone.org.uk/morearticles/the-5-digital-parenting-rules-that-really-matter>

Found!

Two items have been found and handed into the office. A digital style watch (please identify it by telling us what colour the strap is) and a star which looks to be part of a necklace or bracelet.

Please email Mrs Batten (reception@roche.cornwall.sch.uk) or pop into the office if you think either of these items are yours.

Tilly's Diary



*Hi Everyone!
This is me being dog-tired after my day care adventure on Wednesday! Not only did I get to play with my friend Bear this week, but Mrs Gardner's dog Ki came too! We had races up and down the field which made me exhausted!
Have a great weekend!
Love Tilly x*

Cold Weather

As the weather gets progressively colder, please make sure your child has suitable warm clothing for outside.

Please make sure coats, hats, gloves, scarves etc are clearly labelled with your child's name.

Thank you!

