

Holy Trinity Catholic Primary School

Newsletter 37 - 12th July 2024

Attendance

Attendance is extremely important and children must attend school every day unless they are unwell. If your child is absent, you must inform school via telephone or by using our school spider app by 9.15am to explain the reason why and the expected date of return. When your child returns to school, you must provide them with a letter explaining their absence.



Class	N	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Cedar	Oak
Attendance w/c 01/07/24	91.2	94.3	96.7	95.5	96.3	99.3	95.5	96.4	66	100
Piece this week	0	0	0	0	0	1	0	0	0	1
Total pieces	0	1	5	0	9	6	3	5	2	7

Our overall attendance, so far, for this academic year is 95.2%. Congratulations to Oak who have achieved 100% attendance and will have a non-uniform day on Friday 19th July.

Summer Fayre

Thank you to everyone who attended, contributed and helped at our summer fayre on Saturday. It was a great success and it was lovely to see so many of you there supporting our school. The PTFA raised £2291.05 at the event – thank you for everyone's kind donations.

School will contact the lucky raffle winners and prize winners next week.

Reminder

School closes for the summer holidays on Friday 19th July at 2pm.

Class Information for week commencing Monday 15th July 2024



- **Monday** – P.E. for N, R, Y1, Y2, Y4 & Y5
- **Tuesday** – P.E. for Y1, Y2 & Y3, Reception Forest School
- **Wednesday** – Eitc for Y6, P.E for Y6
- **Thursday** – P.E. for N, R, Y3 & Y5, Y6 Leavers' Assembly
- **Friday** – Non-uniform day for Oak

Let's Pause for a Moment

This week we have looked at wisdom – how to use it and how to learn from it. Part of Jesus' mission was to teach. Not just those who didn't know him but those who claimed to know him but were misinformed. Ironically it was the learned people who shunned Jesus but Jesus never wavered – he stayed true to himself and never gave up. This week we are asking the children to spread their wisdom to everyone they meet. Have a wonderful weekend. God bless.

Year 6 Leavers' Assembly

Year 6 Leavers' Assembly will take place at 2pm on Thursday 18th July. Entrance will be via the main gate on Banks Road. The gate will be open from 1.45pm.

Reception Visit the Sensory Hub

On Thursday, the Reception children had a wonderful time at The Sensory Hive. The children thoroughly enjoyed exploring the centre's immersive sensory experiences and physical challenges. All of the children behaved exceptionally well.

Y2 Visit Ninja Warrior

Year 2 really enjoyed their fun day out to Ninja Warrior. They tested their Ninja skills while climbing, balancing and swinging across obstacles and bouncing across the inflatables. They had the famous Warped Wall to conquer and Mount Sasuke to clamber up. All the children were a credit to the school and had a fabulous day.

Y4 Visit Knowsley Safari Park

On Monday, Year 4 enjoyed an exciting and educational trip to Knowsley Safari Park. The children had the opportunity to observe a variety of animals, including lions, giraffes, and rhinos. They enjoyed both a guided coach tour and foot safari, learning fascinating facts about animal conservation and the importance of protecting wildlife. The day was filled with fun.

Transition Afternoon

On Tuesday, pupils met their new teachers and support staff. It was a wonderful opportunity to begin forming relationships and all children left the classroom with a huge smile on their faces. There will be two more transition sessions next week so children and staff are fully prepared for next year.

Kingswood Residential

Year 5 children received a letter earlier on in the week regarding their residential which will be taking place on Wednesday 18th – Friday 20th September 2024. If you wish your child to take part in the residential please return the proforma and deposit by Tuesday 16th July 2024.

End of Year Reports

Children have been sent home with their end of year school reports. If you would like to discuss anything in the report then there will be an opportunity to speak to your child's class teacher on **Wednesday 17th July 3.30-5.00pm**. Please arrange a time with the class teacher via Class Dojo.

Sports Day (Monday & Wednesday)

Sports day was a great success for all our classes, thank you to everyone who was able to attend. The children had so much fun taking part in all the different events. Thank you to Miss Agnew and Elena, from Everton in the Community, for arranging both days. The winners were announced by Miss Agnew on Class Dojo on Wednesday afternoon. All children will receive a certificate from their class teacher for taking part.

Class Information for 2024 - 2025

Cedar	Miss Marshman, Miss Marsden, Mrs Bradbury & Miss Rimmer
Oak	Miss Hedges, Miss Marsden, Mrs Garrett & Miss Thomas
Nursery	Miss Mclean, Mrs Callaway, Miss Harris & Mrs Marsden
Reception	Miss Agnew, Mrs Callaway & Miss Gilmurray
Year 1	Miss Smalley, Miss Vasey & Miss L Taylor
Year 2	Mrs Cummings & Miss Allerston
Year 3	Miss Thackery & Mrs Hunter
Year 4	Mrs O'Neill & Miss S Taylor
Year 5	Mrs Gibson & Miss Bolland
Year 6	Mr Hughes & Mrs Patten

Weekly Prayer

Dear Lord Jesus,

*Thank you for always being ready to listen to us.
Please help us to listen and understand
and act on your words
and to be good listeners to each other too.*

Amen



"May the days ahead be like an open book, ready to be written with stories of success, growth, and beautiful experiences."

Have a wonderful weekend.

Mrs H Raley-Williams

Headteacher

*"Walking in the footsteps of Jesus:
we care, we share, we love, we learn."*

Please visit our school website:

www.holytrinitycatholicprimaryschool.co.uk

Please visit our twitter page:

[@HolyTrinityGar](https://twitter.com/HolyTrinityGar)

Holy Trinity Catholic Primary School 2024-2025 Term Dates

AUTUMN TERM 2024

Term 1a: Tuesday 3rd September – Friday 25th October 2024 – **39 DAYS**

HALF TERM HOLIDAY– Monday 28th October – Friday 1st November 2024

Term 1b: Monday 4th November – Thursday 19th December 2024 – **34 DAYS**

CHRISTMAS HOLIDAY – Friday 20th December 2024 – Monday 6th January 2025

SPRING TERM 2025

Term 2a: Tuesday 7th January – Friday 14th February 2025 - **29 DAYS**

HALF TERM HOLIDAY – Monday 17th February – Friday 21st February 2025

Term 2b: Monday 24th February – Friday 4th April 2025 – **30 DAYS**

EASTER HOLIDAY– Monday 7th April – Monday 21st April 2025

SUMMER TERM 2025

Term 3a: Tuesday 22nd April – Friday 23rd May 2025 – **23 DAYS** as **Monday 5th May is Bank Holiday**

HALF TERM HOLIDAY – Monday 26th May to Friday 30th May 2025

Term 3b: Monday 2nd June – Friday 18th July 2025 – **35 DAYS**

INSETS

Monday 2nd September 2024 and Monday 6th January 2025

Dates for Your Diary

Sunday 14th July 2024

Thursday 18th July 2024

Friday 19th July 2024

Parish Summer Fayre in Church 12.30pm

Y6 Leavers' Assembly

SCHOOL CLOSURES FOR SUMMER AT 2PM

School Spider App

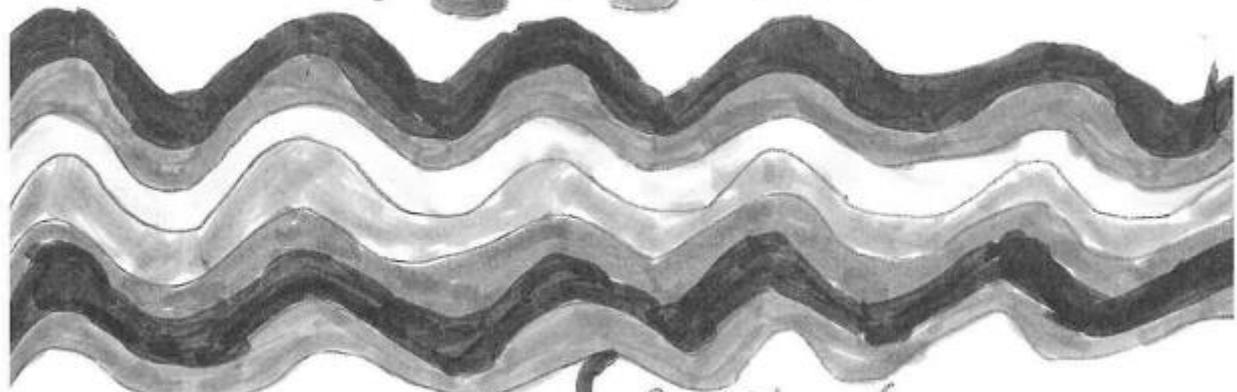


All children have received an information leaflet on how parents/carers can join our new School Spider app (QR code below). This has replaced our Parentapp and going forward will be used to communicate all information to yourselves. If you have any problems downloading the app, please contact Miss Quick at the school office on 0151 427 7466.



SUMMER FAIR

!2024!



Place: St Francis of Assisi church

Day: Sunday 14 July ✓

Starting time: 12.30 pm ✓

Free Entry! ✓

Bouncy Castle ✓

Fun! Games / Activities ✓

Raffle ✓

Tombola ✓

Food ✓

Snacks ✓

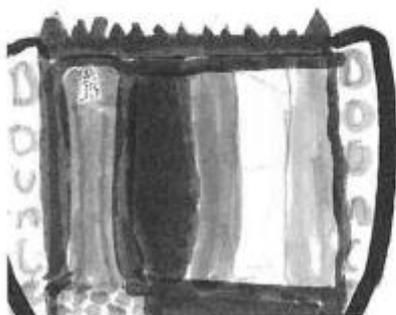
Dance Show ✓

Princess Visits for all ✓

South
Liverpool
Homes

INVESTORS IN PEOPLE
We invest in people Gold

South Liverpool Homes Ltd is the parent company of South Liverpool Ltd and South Liverpool Homes Ltd.



Have Fun!

Enquiries to: School Holiday Activities and Food

Email: shaf@liverpool.gov.uk



Date: 4th July 2024

Dear Parent or Guardian

The Summer HAF programme starts on the 22nd July and there are lots of great activities happening over the school holidays. Children and young people, from reception to age 16, who are eligible for benefits related free school meals, will be able to access hundreds of activities throughout the Summer holidays including specific provision available for children with SEND or additional needs, at no cost. There's a great range of activities across the city including zorbing, garden fun, bubble football, nerf wars, mindfulness, swimming, football, music, dance, cycling, gymnastics, theatre tech, cooking, discos, podcasting, arts and crafts, drama, basketball, trips out and nature walks! A meal will be provided for every child attending.

We have introduced a new central booking system to make it easier for you to find and book the activities. You can find out where your nearest scheme is by clicking on this link <https://eequ.org/liverpoolhaf> which will take you to the Liverpool HAF page and the easy to fill in booking system. You can search by age, provider or date. There is a handy booking help video here - [How to make a booking](#)

- ☒ If you are struggling with the cost of living then please click: <https://www.liverpool.gov.uk/cost-of-living/>
- ☒ If you're more than 10 weeks pregnant or have a child under 4, you may be entitled to get help to buy healthy food and milk. Click on the link to find out how to register <https://www.healthystart.nhs.uk/>

Liverpool City Council is working with Mersey Play Action Council, the local schools, voluntary and community organisations, and childcare providers to deliver the Summer HAF programme. This programme is funded by the Department for Education.

The Family Information and SEND Directory also provides a wealth of useful information and support for families - [FISD](#).

Regards

Sally Dobbing

Sally Dobbing

Holiday Activities and Food Project Manager

Liverpool City Council Head office: Cunard Building, Water Street, Liverpool, L3 1AH 0151 233 3000

liverpool.gov.uk



What Parents & Educators Need to Know about

ONLINE TROLLING

The term "trolling" refers to sending hurtful or provocative comments – often done anonymously online – to provoke a reaction or cause emotional distress. Anonymity can embolden people into saying things they wouldn't dare say in person. Euro 2024 and other tournaments tend to put an emphasis on this, with the abuse of both players and fans often increasing during such events.

WHAT ARE THE RISKS?

ESCALATION

Many trolls begin with silly, banal comments before moving on to a broader pattern of offensive messages and posts. They can also turn their attention very quickly to a new target if they grow bored with an existing one, which makes engaging with one fruitless at best – and potentially dangerous at worst.

HIDING BEHIND A SCREEN

Because trolls tend to use anonymous profiles, they enjoy a lack of accountability. This also means they'll often have multiple profiles, potentially switching between them regularly or posting across several of them at the same time, making a target feel as though there's no escape. After all, once you block one account, what's to stop them reappearing elsewhere?

24/7 CONTACT

The Internet has given us the ability to remain in contact at any time, from almost anywhere in the world. A troll having the ability to reach you whenever they want can leave you feeling like their abuse is unavoidable. While they don't see you in real life, they can message you at any time, reach out to your peers online and even try to discover your personal information to scare you.

HATE SPEECH

Sadly, many trolls resort to spewing racial abuse, homophobic attacks and awful stereotypes, as these often stand the best chance of causing emotional harm. This can add a hefty degree of weight to their attacks, moving from what might charitably be described as "teasing" into a genuine hate crime. After Euro 2020, three England footballers were racially abused, resulting in several prison sentences.

IMPACT ON VICTIMS

It's not uncommon for the victims of trolls to shut down their accounts, disappear from public life, and try to stay out of the crosshairs for a time – with some even leaving social media forever. This can have a severe impact on children and young people's connections to friends and the world at large, and may not even actually stop the troll. The victims' families, for example, may have online profiles that trolls can still access.

NORMALISATION OF TROLLING

It is, regrettably, inevitable that some people will go too far in their criticisms or comments, both online and in the real world. This can lead to many people seeing trolls and their abuse as part and parcel of social media – an inherent risk of interacting with others online. This doesn't mean, however, that it should be considered "normal" or even tolerated.

Advice for Parents & Educators

USE PARENTAL CONTROLS

While social media platforms (where most trolling tends to happen) aren't always helpful when responding to abusive behaviour, parents can set up screen time limits, so children only get to use certain apps at certain times. There's always the potential for trolling to occur anyway – such as friends showing screenshots to one another – but this would minimise the likelihood of children seeing it.

DON'T ENGAGE WITH ABUSE

A well-known adage on social media is "don't feed the trolls". Fundamentally, if a child identifies a potential troll online, it's best not to engage with that individual directly. Instead, consider setting up a log to gather evidence for reporting them later on, including screenshots and quotes where possible.

ENCOURAGE EMPATHY

While every professional athlete aspires to maintain high standards, it's important to separate the player from the person. A player's performance doesn't make them worthy of abuse, and that can often be forgotten by younger children who simply see the colour of the shirt without considering the person wearing it. For all the rivalries between teams, it's essential children understand that players are still human beings, with families and lives outside of sport.

BLOCK AND REPORT

While anonymous accounts make it difficult to block trolls permanently – or even for very long – it's still good practice to help children learn to control who can engage with them online. It's not worth "feeding the trolls", and it's more helpful to block them, report them, and try to move on. Blocking and reporting is an anonymous process, too, so there'll be no indication of who specifically blew the whistle.

Meet Our Expert

Lloyd Coombes is the Editor in Chief of @Rcon, and has been working in the gaming and tech industry for five years. A long-time fan of Arsenal, he's a parent who understands the importance of online safety. He's also a tech and fitness writer whose work has been published on sites including IGN, TechRadar and many more.



The National College

Source: See full reference list on guide page at nationalcollege.com/guides/online-trolling

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KMC SPORTS CAMP



THE ACADEMY OF ST.
NICHOLAS

51 HORROCKS AVE, LIVERPOOL
L19 5NY

22ND OF JULY TO 5TH AUGUST

PRIORITY FOR CHILDREN ON BENEFIT
RELATED FREE SCHOOL MEALS, FREE
LUNCH PROVIDED!

WEEK 1- 23RD JULY - 26TH JULY
WEEK 2- 29TH JULY- 1ST AUGUST
WEEK 3- 5TH AUGUST - 8TH AUGUST
WEEK 4- 19TH AUGUST - 22TH AUGUST



scan to book!

1. GO TO "EEQU.ORG"
2. TYPE KMC IN SEARCH BAR
3. CLICK OUR SPORTS CAMP
4. CONTINUE TO BOOK!

OR



sam@kmccommunityprojects.co.uk



What Parents & Educators Need to Know about SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

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 tummy aches, headaches, 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 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.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

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 spent away from screens can also give children much needed predictability and familiarity. Schools can help create a timetable routine for the child's school day, if required.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

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.



Source: See full reference list on guide page at nationalcollege.com/guides/school-avoidance



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