

# The Welburn Weekly

## Ethos Statement

I can be disciplined in sport.

## Class News

**Sycamore** - we completed our SATS and year 5 tests this week but managed to combine this with exploring the pond, completing a maths escape room and programming on Kodu in Computing.

**Beech** - In Science we have been carrying out a water transportation experiment and in IT we have been programming using Scratch.

**Oak** - In Literacy we have been using describing words for different settings and in Art we have been painting and collaging tigers.

## Community Week (17th June)

We have lots planned for Community week including a visit from Malton Library, an organ workshop, cream tea and Beetle Drive and the Year 6's will be spending 2 days at Malton School.

Sycamore Class will also be baking cakes to sell at breaktime and after school.

Watch out for more information after half term.

## After School Club

After School Club have been busy this week. They have been pond dipping, played cricket, done some gardening and created large sports paintings.

Next weeks activities include giant bubbles, gardening and a wildlife activity.

## Walk on Wednesday

The rain held off on Wednesday afternoon and our whole school enjoyed the walk round the Pretty Woods.

## Sports Events

Next week Beech Class are going to a rounders event at Malton Sports Centre on Wednesday afternoon.

It is also the next round of our Intra school Sports Tournament on Thursday morning with the cricket event.

The Sports Competition will finish with Sports Day on 3rd July where everyone is invited to come and watch.

### Oak Class Trip

Oak Class are looking forward to their trip to Monk Park Farm on Friday 24th May.

If you haven't already, please can you make the payment on Parent Pay.

### Ice Cream Friday

Ice Cream Friday has started again—50p per ice-cream. All proceeds go to the PTA.

### PE

As there are some sports competitions and trips to Malton Sports Centre coming up, please can you make sure that your child has their PE kit in school all week.

### Term Dates for the Diary

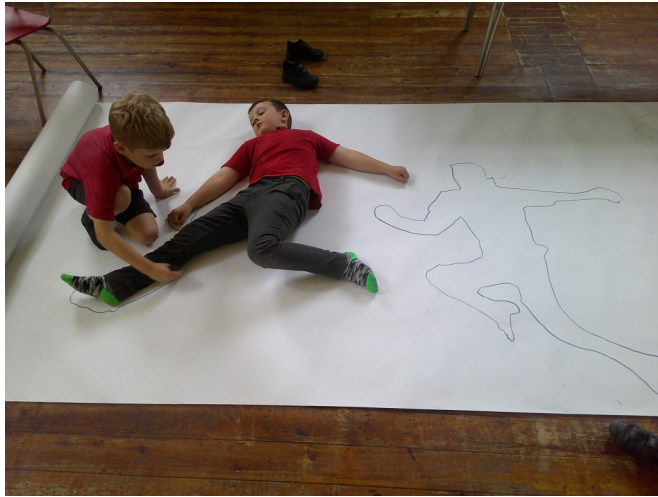
22nd May - Cricket/Rounders Malton (Beech)  
23rd May - Intra School Cricket Tournament  
24th May - Monk Park Farm (Oak)  
27th - 31st May - Half Term  
4th June - Class Photos  
w/b 17th June - Community Week  
18th June - Organ Workshop (Sycamore/Beech)  
18th and 19th June - Taster Days Malton (Y6)  
20th June - Cream Tea and Beetle Drive  
25th June - Malton Taster Day (Y5)  
26th June - Transition morning  
26th June - Multi Sports Malton (Oak)  
w/b 1st July - Sports Week  
2nd July - Transition morning (and lunch)  
3rd July - Sports Day  
9th July - Crucial Crew (Sycamore)  
10th July - Robin Hoods Bay (Beech)  
18th July - Leavers Assembly/Dalby Forest Trip

### Menu week commencing 20th May 2024

Monday	Tuesday	Wednesday	Thursday	Friday
Pizza, wedges, peas and sweetcorn. Muffin.	Mild chilli con carne, pasta, green beans, cauliflower and pitta. Fruit salad and ice-cream.	Sausage and Yorkshire pudding, mashed potatoes, carrots, cabbage and gravy. School Cake.	Chicken goujons, rice, mixed salad and wrap. Jam sponge and custard.	Fish Friday, chips, peas, sweetcorn and wholemeal bread. Iced Finger.

School meals are £3.00 per day. Toast is 20p a day and a pudding is £1.  
More information about free school meals is available here: <https://www.northyorks.gov.uk/education-and-learning/free-school-meals>

**After School Club designing and painting their sports pictures.**



## Bluebell Walk



# 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

## IMPACT OF 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.



### 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.



### 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.



### 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.



### 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.



### 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.



### 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.



### 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.



### 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.

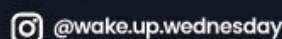


### Meet Our Expert

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.



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



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