



Lytham Church of England Primary Newsletter



Great Athlete

Stars of the Week

Reception - Rory

Year 1 - Piper

Year 2 - Oliver

Year 3 - Rosie

Year 4 - Betsy M

Year 5- Wallis

Year 6 - Max BG

Parable of the Talents

Writing/ Presentation

Reception - Grace

Year 1 - Hunter

Year 2 - Miriam

Year 3 - Harper-Jean

Year 4 - Elena

Year 5- Ruby

Year 6 - Henry W

Attendance

Reception -

Year 1 -

Year 2 -

Year 3 -

Year 4 -

Year 5-

Year 6 -

I will confirm attendance when
back in school!

The children had a fantastic time taking part in our Great Athletes event and were inspired by a visit from Stuart Robinson. Throughout the day, pupils completed a range of exciting fitness circuits and physical challenges, giving everyone the opportunity to be active, have fun and push themselves to achieve their personal best.

Stuart shared his inspiring story with the children, helping them to understand the importance of determination, resilience and a positive attitude when working towards their goals. The children learned so much from his experiences and thoroughly enjoyed taking part in the activities. We are incredibly grateful to Stuart for visiting our school and providing such a memorable and motivating experience for all our pupils.

Thank you to families for sponsoring the children for the event!

Frankie, Sam, Mrs Lumby and I had the pleasure of attending the Lytham in Bloom Presentation Evening, where we were delighted to receive a Silver Gilt Award on behalf of our school. This is a fantastic achievement and reflects the hard work and dedication that has gone into making our school grounds such a welcoming and attractive environment.

A huge thank you to all the families who supported us by donating plants and helping our outdoor areas flourish. We would also like to extend our sincere thanks to Mrs Lumby and Mrs Waby for their hard work in organising the project, planting and working alongside the children throughout the project. The children's enthusiasm and care for their environment shone through to the judges and we are incredibly proud of what has been achieved. Well done, everyone!

As we head into the final weeks of this half term, we have lots of events and activities taking place. Please make sure you check the updated diary dates regularly so that you don't miss anything. Key dates and important information are also available on the school website, which is updated frequently with the latest events and reminders. Thank you for your continued support.

Top Tips for Educators

PUPIL WELLBEING CONVERSATIONS

It can feel difficult to know how to start a conversation with a pupil about their wellbeing, either because you do not feel equipped with the information you think you need, or because you do not feel confident opening it up. You do not need to be a specialist. This guide covers how to start, what to say about confidentiality, and what to do with what you hear.

1 NURTURE WARM, TRUSTING, & KIND RELATIONSHIPS



When pupils have a consistent, emotionally available adult who shows they care and who holds them in mind, they thrive. They are also far more willing to open up and seek support. Positive, trusting relationships are an important part of supporting pupil wellbeing and complement more formal wellbeing programmes or sessions.

2 KEEP CALM, EVEN IF YOU'RE WORRIED



When a pupil discloses, stay calm while showing that you take it seriously. Panic can raise their anxiety and teach them that telling an adult makes things worse. Your steadiness can help them to keep calm and give them enough space to say the rest. Calm does not mean unmoved, and it is fine to tell them that what they have said is important and will be heard.

3 HAVE SIDE-BY-SIDE CONVERSATIONS



Many pupils find it easier to talk when a conversation does not require them to sit face to face with an adult. For example, conversations might take place while walking, tidying the classroom, or taking part in a lunchtime club. Sitting alongside someone removes the demand of eye contact, allows longer thinking time and lowers the intensity of the exchange. This can be particularly true for neurodivergent pupils, and for anyone who needs a moment before answering.

4 THINK ABOUT WHERE YOU ARE



Consider whether the pupil can speak without being overheard or interrupted. If a pupil has already started talking, avoid unnecessarily disrupting the conversation by moving elsewhere. Where a more appropriate location is needed, explain why you need to move and give the pupil the opportunity to continue what they were saying.

5 BE HONEST ABOUT CONFIDENTIALITY



Never promise to keep information to yourself. Schools have a legal duty to share information relevant to a pupil's safety or welfare. Tell them at the start that you may need to pass something on, and who to. Then involve them in what happens next, as far as their age and understanding allow. Ask what they want to happen, what they want to say, and who they want to be told. Be honest that some things will need to happen whether they agree or not. A pupil who helped shape next steps is far more likely to tell someone again.

6 CREATE A SAFE ENVIRONMENT



Provide a classroom free from belittling and shame-based behaviour management. Pupils who expect to be humiliated will not disclose. Where they feel listened to and see that difficulties are acted upon, they share worries earlier and whilst those worries are still small. If pupils hear adults belittling or talking about other pupils openly, it damages trust and they are likely to assume their worries will also be handled this way.

7 DO NOT CARRY IT ON YOUR OWN



Hearing something difficult can stay with you. When informing your designated safeguarding lead, share with them how it left you feeling and whether you feel you need further support. Your role as a trusted adult is what makes all of the above possible, and just as you have a responsibility to protect pupils' welfare, your school has a responsibility to protect yours.

HELPFUL OPENERS



- I've noticed you've been quieter. How's your week been?
- You don't seem your usual self, when might be a good time to catch up today?
- Sometimes it's hard to know what to say, but I'd like to understand?
- You don't have to talk now. I'll check in with you later?

Meet Our Expert

Anna Bateman is a mental health and wellbeing specialist with nearly thirty years in education. She is a multi-academy trust director, special adviser, and a former adviser to the Department for Education on its mental health green paper.



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LYTHAM ST ANNES PRIMARY SCHOOL

SPORTS CLUSTER ASSOCIATION

As a group of primary schools in Lytham St Annes, we work together to promote physical activity for all young people in our schools. Through our work, we encourage the participation of all children in both competitive and non-competitive events. Primary school sport should be fun and the focus is placed on participation rather than competition.

Primary school sport goes beyond performance because its purpose is not just to produce winning athletes. We believe that it is a powerful tool for children's overall development.

WE ARE ALL REPRESENTATIVES OF OUR SCHOOL
CHILDREN - STAFF - PARENTS
EACH ONE OF US HAS A RESPONSIBILITY TO BE ROLE MODELS AND WEAR
OUR SCHOOL BADGES WITH PRIDE.

As a team of schools, the following points will be adopted by all:

- SCHOOL SPORT SHOULD BE FUN AND ALL CHILDREN SHOULD WANT TO TAKE PART.
- THE DECISION FOR TEAM SELECTION LIES WITH THE SCHOOL STAFF. THEY WILL SELECT TEAMS BASED ON THEIR KNOWLEDGE OF THE WHOLE CHILD.
- NOT EVERY CHILD WILL BE SELECTED FOR EVERYTHING. PART OF SCHOOL SPORT IS TO BUILD RESILIENCE IN EACH CHILD AND REPLICATE WHAT THEY WILL ENCOUNTER AS THEY JOURNEY THROUGH LIFE.
- WE WILL WIN GRACIOUSLY AND LOSE GRACIOUSLY - ALWAYS SHAKING HANDS POST MATCH AND THANKING THE MATCH OFFICIALS.
- THERE WILL BE FULL RESPECT AT ALL FIXTURES AND COMPETITIONS - ENCOURAGEMENT AND KINDNESS TO BE SHOWN BY ALL CHILDREN, STAFF AND PARENTS.
- SCHOOL STAFF ARE VOLUNTEERING THEIR OWN TIME TO FACILITATE SCHOOL SPORT

