

## Head teacher's note

I hope that you all had a relaxing half term, now to do it all again but in a shorter amount of time!

This half term is probably going to be dominated by improving our lunchtime play experience for the children - it is going to be a real shift of culture and we are counting on the children to be their usual helpful and kind selves while us grown-ups are monitoring what is working well and making any changes to ensure that everything is running smoothly. I know that this appears later on in this newsletter and you have already had this message but if your child wants to play on the field/forest then they will need wellies.

Here's to another fabulous half term full of learning, fun and kindness!



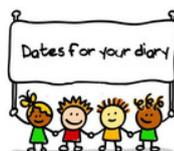
## Dates

Sat 28<sup>th</sup> Feb - OPAL Big Dig 10am - 12pm

Thurs 5<sup>th</sup> March - World Book Day

Thurs 5<sup>th</sup> - Y5/6 Waterstones Visit

Fri 6<sup>th</sup> - Over and Above Treat



## Friends of Fishergate

### Bake sale on Monday

It's time for another bake sale! Do come see us in the lower hall on Monday at 3:15pm for delicious treats brought in by our Year 1/2 families. Items are sold at 50p each.

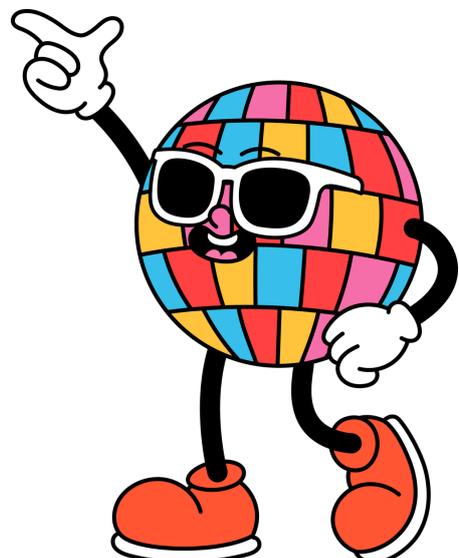
### Spring Disco

Now that we have finally had a dose of sunshine this week, we're sure you're all ready for the big Spring Disco! Get ready to dance the night away on Friday 20<sup>th</sup> March. Below are timings and children are admitted at £2.00 each.

- 6:00pm - 7:00pm Early Years & Key stage 1
- 7:15pm - 8:15pm Key stage 2

### Helpers needed for the disco

Can you help for 1 hour? We need 2 helpers per stall, so grab a friend and let us know if you would like to help at a stall with food and drinks, selling accessories or badge-making. Or perhaps you can set up for the event before 6pm or after 8:15pm to tidy up. Get in touch at [friendsoffishergateschool@gmail.com](mailto:friendsoffishergateschool@gmail.com)



## Phase group updates

**Early Years** We've had a wonderful first week back at school! The children have thoroughly enjoyed learning all about Lunar New Year. Throughout the week, we have made colourful lanterns, designed vibrant dragons, and even created our own Chinese-inspired dishes with the wonderful Mrs Ensor.

**Year 1/2** Key Stage 1 have begun their new 'Artists' topic for this half term. Year 2 have been learning about Vincent Van Gogh and creating their own 'Starry Night' watercolours whilst Year 1 have been recreating artworks from the story 'Katie and the Sunflowers'.

**Year 3/4** Thanks to a wonderful visit from Mrs Engleman on Monday, Yr 3/4 learnt all about mummification with the help of spaghetti and canopic jars! For the next few weeks we will be practising for our Egyptian Assembly which parents will be invited to.

**Year 5/6** - have adapted really well to our new 'booster' classes for English and Maths. The children are split into four groups, enabling children to make better progress in these smaller classes. In English, the children have finished their very persuasive holiday brochures. Year 6 are converting measures in Maths while Year 5 are converting improper and proper fractions. We have also finished our amazing landscapes, inspired by David Hockney. Come upstairs and have a look at your child's wonderful artwork!



## Bodhi Corner

Woof woof everyone – it's me, Bodhi! 🐶  
This week something really special made my tail wag even faster! When we went out onto the playground, I was absolutely amazed to see that someone had written my name in chalk right there on the ground – what a lovely surprise! I couldn't help but give a big happy bark and spend a bit of extra time sniffing it. I'm also so happy to be back at school after half term – I've loved seeing all my friends again, having cuddles, seeing you all on the playground and wishing very hard to be let onto the field! I've had lots of fun going on walks, and giving lots of tail wags to everyone I see. Being back with my school family makes me feel super excited every single day! 🐾🌟  
Lots of happy paws,  
Bodhi 🐾



## OPAL

Putting this message here just in case you missed it earlier in the week.

We are looking forward to getting the playground and field ready to start OPAL – from 9th March (the whole site will be open for the children on the 5th or 6th). This is just a quick reminder that we are looking for willing volunteers to help move things/throw things into a skip/dig/wheelbarrow/hang tarpaulin etc. this Saturday from 10pm-12pm. If you have a wheelbarrow and a spade that would be very helpful too. We are hoping for a really good turn-out as there is quite a long list of jobs and we really want to get through them all so that the fun can start! We will meet on the playground at 10am.

Thanks,

The OPAL Play team.

p.s – please leave your children at home

Also don't forget to send your child in with a named pair of wellies in a carrier bag. They will not be able to play on the field without wellies - we will have some spares but not enough for everyone!



## ART AND BOOKS

Next week, school council will be judging the Art Competition. Year 1/2s should bring their entries on Wednesday 4th, Year 3/4s on Thursday 5th and Year 5/6s on Friday 6th. Good luck!

Thursday 5 March is World Book Day, Children are invited to come in their pyjamas and bring a favourite bed time story.





*Friends of Fishergate present*

# SPRING DISCO

**FRIDAY 20<sup>TH</sup> MARCH**

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**EY & KS1 DISCO  
6.00PM - 7.00PM**

**£2.00 ADMISSION PER CHILD  
CASH AND CARD ACCEPTED**

- ✔ **Children must be accompanied by an adult**
- ✔ **Stall selling tasty snacks with free squash for students**
- ✔ **Pocket money stalls for fun accessories and face painting**



# 10 Top Tips for Parents and Educators

## ENCOURAGING HEALTHY FRIENDSHIPS

Navigating the complexities of childhood and adolescent friendships can be challenging – but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which may last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

### 1 GRANT FRIENDSHIP OPPORTUNITIES

Encouraging children and young people to join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these pastimes offers a platform for interaction, sometimes alleviating the social pressure of knowing what to say, and helps children develop meaningful connections.

### 2 LEAD BY EXAMPLE

The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships looks like and how to navigate them.

### 3 HELP THEM LOVE THEMSELVES

Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For overall wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a notable influence on the friendships they form throughout life.

### 4 MONITOR SCREEN TIME

Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.

### 5 TEACH PROBLEM-SOLVING

Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be tempting to intervene and try to fix these issues for those involved, but helping them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.

### 6 EMPOWER THE CHILD

When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remain aware of the signs of a negative relationship.

### 7 TEACH EMPATHY

'Healthy friendships' doesn't always mean 'perfect.' Sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship; to be mindful of the challenges a friend might be facing or whatever else might be going on. This can help children and young people to build stronger friendships.

### 8 BE OPEN TO QUESTIONS

Talking to young people about their friendships, who they spend time with and who they interact with can open the door to questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.

### 9 UNDERSTAND BOUNDARIES

One of the keys to a healthy friendship is honouring boundaries. This can include anything from respecting personal space and belongings to acceptable language and behaviour. Understanding the importance of setting these limits and upholding those set by others can help children stay safe. If young people figure out their boundaries and feel comfortable enforcing them, they're more likely to call someone out if they go too far.

### 10 SPOT THE SIGNS

We can't always supervise young people: sometimes, we need to step back and give them some space. However, it's important to consider any indicators that they may be struggling in their friendships. Are they becoming increasingly irritable? Does their behaviour alter when they've been with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're finding things difficult, and we should remain alert to such changes.

## Meet Our Expert

Becky Dawson is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.



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