



Lilycroft News

Dear Parents and Carers,

This is the final newsletter of the school year. It seems to have flown by. I want to take a moment to thank all of you for your continued support through out the year. For some of our children this is their final newsletter as they move on to new adventures.

Good Luck and Goodbye

To all our Yr6 children, thank you for being an amazing part of our school community. I'm looking forward to all of the end of year celebrations we have planned for our Yr6 classes as we come towards the end of the year—I know I'll need my tissues. You are all stars and it is fantastic to see how much all of you have grown and achieved in your time at Lilycroft. You will be missed. We wish you all the luck in the world as you move to your secondary schools; take a deep breath and believe in yourself!

We'd also like to wish any other children and families a smooth transition to their new schools—wishing you lots of luck too!

Thank you

To Mrs, Alam, Mrs Davison-Clay, Miss Azam, Miss Presland and Mrs Parveen,

Mrs Alam—is retiring from her full time role after almost 38 years of service to the school—we think she might have earned it! Thank you for all you have given to the thousands of families that you have helped and supported. Although we do hope that we will still see her supporting school in the future.

Mrs Davison-Clay is taking on a new challenge at Hill Top Primary. Thank you for all you have given to the children you have taught Lilycroft over the years. You will be missed!

Miss Azam — is relocating to teach in Saudi Arabia. Thank you for making such a difference to the lives of the children you have taught in your time here. We are going to miss you greatly.

Miss Presland— is going travelling around the world. Thank you for all the support you have made to the children of Lilycroft this year. We are going to miss you greatly too!

Mrs Parveen—is moving to teach at St.Edmunds Nursery! We know that you will continue to do wonderful things to help teach children in our community.





As we continue to strive for excellence, I would like to bring your attention to an important matter that affects us all - attendance. Regular attendance is crucial for your child's educational progress and overall development. Every day at school counts, providing opportunities for learning, social interaction, and personal growth.

In light of this, I kindly ask for your cooperation in ensuring your child arrives at school on time each day. **Our doors open at 8:40 am, allowing children a 10-minute window to settle in, put away their coats, register, and choose their lunches. Learning begins promptly at 8:50 am.**

Punctuality is not just about being on time; it's about respecting the learning environment for all. Late arrivals can be disruptive to the class and challenging for teachers who have already begun the day's lessons. Moreover, children who arrive late may feel unsettled and miss out on important information or activities.

I encourage you to review your morning routines to ensure they allow ample time for a calm and timely arrival at school. Particularly as we think about the next school year. Small adjustments can make a significant difference in starting the day right for your child and the entire class.



Staffing in September

You will have received a letter last week detailing class teachers for September. We are very excited to have some new appointments joining our fantastic and talented teaching team.

Reception: Mrs Ramzan (RR)	Miss Hayat (RH)
Year 1: Mrs Webster (1W)	Miss Oddy (1O)
Year 2: Miss Saleem (2S)	Miss Majid (2M)
Year 3: Mrs Fazil / Mrs Nisa (3FN)	Mrs Earl (3E)
Year 4: Miss Fearon (4F)	Mrs Bibi / Mrs Mohammed (4MB)
Year 5: Mr Junade (5J)	Mrs Ajaib (5A)
Year 6: Mrs Karim (6K)	Mrs Myers (6M)

Senior Leadership Team: Mrs Florence (Headteacher),

Mrs Holdsworth (Deputy Headteacher—KS1 and EYFS), Miss Akhtar (Assistant Headteacher—KS2), Mrs Atanaskovic (SENDCO).

Dates for your Diary for next year

- Monday 22nd July—School closes for summer break
- Tuesday 3rd September—School opens for children at 8:40 for Autumn 1 term
- Friday 25th October—School closes for Autumn break
- Monday 4th November - School closed—teacher training day
- Tuesday 5th October—School opens for children at 8:40 for Autumn 2 term.
- Friday 20th December—School closed for Winter break
- Monday 6th January —School opens for children at 8:40 for Spring 1 term.



ATTENDANCE

WHAT THE NEW RULES MEAN FOR ME

1

I'm a single parent of one child and we want to go on holiday for a week.

Your holiday will not be authorised and you must talk to the school before you book anything. Because your child will miss 5 school days you will be given a penalty notice fine. The fine is £160 but if you pay it in 21 days it will be reduced to £80.

£160



2

FOR EVERY CHILD A PENALTY IS GIVEN.



+ £160 + £160 + £160 + £160

4 children & 1 parent = £640

Reduced to £320 if paid in 21 days

IRREGULAR ATTENDANCE

10 IN 10

5

If your child is absent for 10 or more sessions in 10 weeks and their absences are unauthorised. The school will consider prosecution.

1 Day = **2** Sessions

3

FOR A FAMILY OF TWO PARENTS



+ £160 + £160 + £160 + £160

4 children & 2 parents =
£1280

Reduced to £640 if paid in 21 days

If in any period of not more than 3 years, your child has a 2nd and 3rd leave of absence or pattern of irregular attendance...

4

2ND TIME

2 parents and
1 child = £320
2 children = 640
3 children = 960
4 children = 1280

No discount for early payment



3RD TIME

A penalty notice fine will not be given. Instead, your case will be taken to court.
A magistrate can fine each parent £2500 for each child
1 parent & 4 children = £10,000
2 parents & 4 children = £20,000

Transition tips to help you manage any changes for September

Transitions

Vulnerable children will be feeling deeply frightened by the end and the start of the school year. The change of routine and the inevitable losses and separations bring back old feelings of abandonment and threat. It's a challenging time for everyone – children and adults alike!

Here are some of our favourite transition top tips for parents/carers and for teachers:



- It's useful for adults to emotionally prepare themselves for the 'transition storm' that is about to begin. Put your seatbelt on and hold tight! The child needs you to be grounded.
- Remind yourself that the child's behaviour is a sign of their inside pain, and they need you to see through the behaviour to help them feel safe, secure and loved.
- Digging down past behaviours to the inside pain, can be hard and tiring work. Take good care of yourself and reach out to your support network for extra help.
- Remind yourself that punishments, withdrawal, consequences and shaming will make the transition harder for everyone.

- Help the child to see the storm coming too. Say "the end of the school year can be a tricky, I'm here to help you through it"
- Help the child name the feelings that they have no words for. Try "I wonder if your 'moving up day' feels pretty scary right now?" or "When things are different like this, I wonder if it makes you worry about being left behind?"
- Help make connections between their behaviour and their feelings, try "When you run away like that it makes me wonder if you don't know where to be to feel safe? You are safe right here".



Tell the child the things they need to hear, don't wait for them to ask you because they don't know what they need! **Tell them:**

Be crystal clear



- How much you care
- That you are not going anywhere
- That they are in your mind even when not in your class/not at home
- That they are safe and protected
- That they will not be taken away

- Tell them what is going to happen that day if the routine is different – use pictures and 'steps' to prepare them.
- Remind them throughout the day what is going to happen and when
- Keep to as much of the usual routine as you can

Children feel fear in their body. Help the child's body to calm by:

- Doing short bursts of physical activity (star jumps, wall push ups, walking, running) frequently
- Playfully ask them to breathe deeply in the mornings and evenings – e.g. blow bubbles, blow away the feelings
- Do body calming activities with them
- Use sensitive touch to let them know you are there. Touch can be a great calmer.



Stay connected



Use 'transitional objects' to let them know that you are connected, even when apart. How about:

- As a parent, draw a little heart on your hand and the same heart on your child's hand as they go off to school.
- Give your child a special stone, or photo to hold on to at school that reminds them of you
- Teachers – give the child a 'transition card' – a piece of paper with a special message that they look after until you see them again.
- Let the child use their special teddies whenever they need to

Remind the child (and yourself) that the Transition Storm will come, and it will go. You will stick it out together, and soon it will be over.



10 Top Tips for Parents and Educators

PROMOTING PHYSICAL WELLBEING

Physical activity isn't only beneficial for our bodies; it also plays a role in promoting mental wellbeing. With both the Euros and the Olympics this summer, it's an opportunity to engage young people in regular exercise which can reduce stress, improve mood and boost self-esteem. Despite these benefits, many children face barriers to participating in physical activity.

1 MAKE IT FUN

Incorporate activities that children enjoy, such as playing games or dancing. Encourage participation in team sports or group activities to foster social connections and a sense of belonging.

2 MIX MOVEMENT WITH LEARNING

Educational settings can incorporate movement breaks and physical activities to enhance focus, concentration and cognitive function. Embedding exercise into the curriculum can also reinforce learning and stimulate creativity. 'Revision walks' with podcasts and flashcards can benefit older learners.

3 CREATE OPPORTUNITIES

Provide clear chances for physical activity throughout the day, both indoors and outdoors. Schools can encourage active play during breaks and at lunchtimes, while limiting screen time at home can help keep children up and about.

4 PROVIDE POSITIVE REINFORCEMENT

Praise and encourage children for their efforts and achievements in physical activity. Recognise their progress and celebrate their successes to reinforce positive behaviours. Educators could do this in several ways, such as applauding their efforts at assemblies or celebrating their accomplishments in newsletters.

5 VARIETY IS KEY

Introduce a selection of physical activities to keep children engaged and prevent boredom. From swimming and cycling to yoga and martial arts, trying different types of exercise can help children to discover what they enjoy most.

6 ENJOYMENT OVER COMPETITION

Encourage children to focus on the enjoyment of physical activity rather than winning or achieving perfection. Emphasise effort, improvement and having fun rather than outcomes, to minimise the amount of stress that children can sometimes associate with sports and other competitions.

7 SET REALISTIC GOALS

Help children set achievable physical activity targets based on their interests, abilities and preferences. Celebrate their progress and successes to maintain motivation and enthusiasm.

8 MAKE IT ACCESSIBLE

Ensure that children have access to safe, suitable spaces for exercise at home, at school and in the community. Advocate for inclusive environments which accommodate diverse needs and abilities. Be a change maker in your community if facilities aren't already available.

9 LEAD BY EXAMPLE

Parents and carers can be positive role models by prioritising their own exercise and involving children in their fitness routines. Gentle walks, bike rides or sports activities can be wonderful opportunities for bonding and staying active together.

10 ENCOURAGE PERSISTENCE

Help children develop resilience and perseverance by encouraging them to overcome challenges and setbacks in physical activity. Teach them the importance of perseverance and the value of effort in achieving their goals.

Meet Our Expert

Adam Gillett is a learning and development specialist who, as well as working for Minds Ahead, is associate vice principal for personal development at a large secondary school in Barnsley. He was asked to be part of an expert research group for the Department for Education, one of only three school leaders to be asked to do so.



#WakeUpWednesday

The National College