



Crawford Village
Primary School & Nursery

THE CRAWFORD CHRONICLE

Friday 24th May 2024

Class Attendances

17 th May 2024			24 th May 2024		
C1	C2	C3	C1	C2	C3
91.3%	94.5%	99.4%	100%	98.3%	97.7%

School
Target
96%

A note from Years 3 & 4...

What a busy half term we have had in Years 3 & 4.

We have thoroughly enjoyed our English novel this term of Wallace & Gromit – 'A Matter of Loaf and Death'. The character descriptions the children wrote about our evil character 'The Bake O Lite Girl' were something to behold! The children also took inspiration from the characters to practise their use of inverted commas by creating their own dialogue. Watch out Nick Park – some of our Year 3 & 4's could give you a run for your money!

In maths, we have crammed a lot into this half term. We have polished off decimals and time and the children have really impressed me with their flexibility of thinking when approaching problems. As ever, times tables have played an important role in our sessions, and I cannot impress how pleased I have been with the results. When we come back after the half term, we're moving onto the 7's – What song will Mrs Birchall have to endure this time?

Happy Holidays to you all from Year 3 & 4!



Coming up @ Crawford...

Diary Dates

Mon	BANK HOLIDAY
Tues	HALF TERM
Wed	
Thurs	
Fri	
Mon	HALF TERM
Tues	
Wed	
Thurs	
Fri	

First week back:

10th June 2024

School Reopens 8.50am
Y1 Phonics Screening Week
Y4 MTC Window opens

13th June 2024

Father's Day Shop
Parents Meeting (Y5/6) for
Sex Education (6pm)

14th June 2024

Fathers' Day Breakfast
8.15am

15th June 2024

Summer Fair 12pm

Later in the half-term:

18th June 2024

Tennis with Mr Dow starts
C1 Stay & Play

19th June 2024

C2 Trip to Formby Beach

21st June 2024

Rainford High Taster Day 1

Dear Parents, Carers and Children

I really can't believe how quickly this half term has come around ... and how much has been packed into it! The last couple of weeks have certainly been busy for our fabulous Year 6 pupils. Following their SATs, we took them to Alton Towers on Wednesday and, despite the torrential downpour that lasted literally ALL day, we still had an amazing time. The children were astounding and several people commented on how polite and well-mannered they were – it was a privilege to take them! We also went for a surprise treat this morning to McDonalds for breakfast followed by an exciting game of 10-pin bowling – well done, Year 6 for always being such fantastic role models – we are so proud of you! Year 2 have also had a busy week doing their non-statutory tests over the past few days – they also have been superstars! School feels so happy, especially this term – there's singing, laughter and lots of fun... how lucky we all are to be a part of this very special place.

I hope you all have the most wonderful half term holiday and that the weather is kinder to us!

Best wishes

Mrs Eaton

Mrs Eaton's Column

Award Winners



Pride Award

C2 Stanley C2 Peter
C3 Olivia L C3 Ella D



Star of the Week

C1 James C1 Xander
C2 Elijah C2 All Year 2
C3 All Year 6 C3 Oliver H



Super Writers

C2 Alaina C2 Lilian
C3 Ella D C3 Finley W
Y3/4 Bethany Y3/4 Rosie

Housepoints



1st



1st
(joint)



3rd



4th

Find us on social media...



Crawford Village Primary School



@crawford_school

Don't forget to log on to your child's Seesaw account. You will find work that they do in school, photographs and videos that are not uploaded to social media and you can upload photos from home. Please ask if you are having any problems logging on and we will help if we can.

Do not forget to check out our school website! You will find details of upcoming events, term dates, important key documents and policies plus lots of information and photographs showcasing what we have been doing in school.



May 2024  *The place for ALL sports*

Soccer school

Soccer School:
Tues 28th—Thurs 30th May

Football fun with FA Qualified Coaches
£36.00 for three days 10:30am—3:30pm

New Optional Packed Lunch - £4.50 per day
Hot Dog/Burger + Fruit Shoot
+ Crisps + Chocolate Bar

Certificates and medals for Everyone
Qualified & Experienced CRB Coaches
Suitable for All Levels of Ability
Boys and Girls aged 5–12 Most Welcome
Children's University Registered - 6 credits per course

01695 550426 www.jmosportspark.co.uk
info@jmosportspark.com

@jmosportspark   JMO-Sports-Park



CHILDREN'S BOOK SWAP

FIRST SATURDAY OF EACH MONTH




10am until 2pm
@ The Concourse Market (downstairs)

10am - 2pm on February 3rd, March 2nd, April 6th, May 4th, June 1st

Drop off donations at the stall or just choose some pre-loved books to take home!


Thanks to the children at SHARES Lancashire schools for their donations.

If you would like to volunteer to support us please email gemma@barton@yahoo.co.uk


Where?

This week's story looks at events in...




ODDiZZI
Quality Training Courses for Dogs

What?

Istanbul Airport, in Türkiye, has recruited new four-legged staff members!

Therapy dogs are now permanently stationed in the airport. Approximately 76 million travellers pass through Istanbul Airport a year. Now, when passengers arrive at international departures, they will be greeted by the wagging tails of the canine team.

Volkan Arslan, who is a vet and coordinates the Istanbul Airport project, said, 'We implemented the therapy dog project to provide our guests with a better flight experience and to reduce any flight stress.'




ODDiZZI
Quality Training Courses for Dogs

Why?

The dogs have undergone training to fulfil their role as airport therapy dogs. Each dog is in the airport for three hours a day, five days a week.

Six-year-old Kuki and one-year-old Alita are the latest to join the team of dogs at Istanbul Airport. The pooches' purpose is to provide calm and support for passengers, and they are particularly helpful for those who are stressed or nervous to fly.

Their mission is clearly a success, reflected in their happy human exchanges. Ali Bahtiyari, who was travelling outside Iran for the first time, was delighted to see Kuki. He said, 'I've been in Istanbul for three to four days. I walked a lot. I was physically exhausted. But seeing these dogs here produced [so many] endorphins. I'm not tired at all.'



ODDiZZI
Quality Training Courses for Dogs

Candy Floss

Face Painting

Cocktails

Bouncy CASTLE

CRAWFORD VILLAGE PRIMARY SCHOOL PTA sponsored

BBQ

SUMMER Fair

GAMES & Prizes

Doughnuts

SATURDAY 15TH JUNE

Crawford village Primary School

12-3PM

Artisan Stalls

Raffle prizes

Jewel & Hair station

Admission
£1 Adults
Children Free

CRAWFORD VILLAGE PRIMARY SCHOOL
PTA sponsored

DONATE a Teddy

Donate any pre-loved teddys and soft toys to support our PTA for this year's Summer Fair.

TUESDAY 11TH JUNE



HALF - TERM CAMP

Multi - Sport Outdoor Activities!

£45 - 3 Days
£18 Single Day

9AM - 3PM
Ages Reception - Year 6

Burscough Fitness Centre
Tuesday 28th May
Wednesday 29th May
Thursday 30th May

Newfold Primary School
Tuesday 28th May
Wednesday 29th May
Thursday 30th May





JNSPORTS.CO.UK

JN SPORTS

3 DAY £55
1 DAY £20

Diddi Doodlerz

ONLY 20 PLACES AVAILABLE

MAY HALF-TERM ARTS & CRAFT CAMP

BURSCOUGH FITNESS CENTRE 28th MAY - 30th MAY
Times: 9am-3pm Ages: 4-11 (R-Y6)

WHAT DOES A DIDDI DOODLERZ DAY LOOK LIKE?

ARTS & CRAFTS
GAMES & ACTIVITIES
MOVIES
INFLATABLES (LAST DAY ONLY)

BOOK YOUR PLACE
info@diddidoodlerz.co.uk
07931 615473

Partnered with JN Sports to offer a wider range of activities for all

Instagram Facebook



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 young people 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 their 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 flexible and to understand that a friend might be facing a challenge or something that's 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 any. 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're 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 after 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.



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

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/or 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 neurodivergent, it's 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 complaining of a tummy ache, headache, or saying they feel nauseous. 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 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 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.

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 timetable routine for the child's school day, if required.

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 mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities 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's green paper.



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

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