

The Buzz

30th April 2021



Learning and Achieving Through
Love, Courage and Respect

Dear parents, carers and children,



Lambert class had some very exciting news this week: they received a lovely email and lots of wonderful photos from **Natasha Lambert** and her family. They are still on their big sailing adventure with Jo Jigsaw, and the children were very excited to see what they have been up to. Natasha is a fantastic example of courage, resilience, determination and many more, and is a great role model for the children in Lambert class, as well as for us all.



On the subject of sailing, we are also following the adventures of **Didi, Susannah and Billy Bear** on their voyage around the UK. They are raising money for South Wight Area Youth, and have had lots of fun times so far, including being accompanied by some dolphins! Do please follow them on their blog: <https://www.seahorse184.com/>



Reading for pleasure is one of life's joys. When you've found a good book, you can't wait to get back to it to find out what is going to happen next! We read for enjoyment and for information. Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others. Data shows that for those children who read for pleasure every day, 36% achieve the expected level for their age, and 60% achieve above the expected level for their age. This is in contrast to those children who only read rarely or never, where the percentages to achieve or exceed are as low as 4%. Reading to your child, as well as your child reading themselves, is equally as valuable. Your child will have received a **Scholastic book club leaflet** this week—please do look through the many reasonably priced books. We also have lots of books in our school library for your child to borrow; just let us know.



This week in Collective Worship, we have been focusing on what to say to encourage one another rather than being critical. Each class has been 'building' walls of **encouraging phrases** to build each other up. Have a look at some of these wonderfully encouraging phrases! 'Are you OK? I can help you if you want me to', 'Well done! You're doing great!', 'Great work!', 'I believe in you', 'Don't be worried; I am here for you through your ups and downs', 'You can do this!', 'Believe in yourself', 'I'm here for you if you are worried', 'If you believe in yourself, you will succeed'. I think you will agree, these are very encouraging and inspirational phrases that we can all use to help each other.



I hope you all have a wonderful Bank Holiday weekend, and I look forward to seeing you all again on Tuesday.

Best wishes, Mrs Lennon and the Brighstone team

Collective Worship: Friendship

This week's Collective Worship focus is: **Encouraging one another**



Looking at the Bible quote below, the word 'build' makes us think of a construction of some kind. Building takes time, perseverance and commitment but destroying or tearing down takes no time at all. We have been learning how our words can build each other up, or they can destroy others.



Prayer of encouragement

Lord Jesus, thank you for the gift of our friends. At every opportunity, help us to...

Encourage one another and build each other up.

Make us aware when our friends are sad or feel that they have failed. Help us to...

Encourage one another and build each other up.

When we are tempted to be negative or criticise our friends, instead, help us to...

Encourage one another and build each other up.

Amen



What kind of friend are you? Do you encourage others and build them up, or do you criticise and point out the things they struggle to do?

"Encourage one another and build each other up."

1 Thessalonians 5.11



School Dinners

Children in **Year R, 1 and 2** are entitled to a 'universal' **free** school meal everyday.

Children in years 3-6 are charged at £2.15 per day.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Option 1	Bank Holiday	Sausages	Roast Chicken	Macaroni Cheese	Fish Fingers
Option 2	Bank Holiday	Veggie Sausages	Veggie Wellington	Soya Bolognaise	Cheese Frittata
Dessert	Bank Holiday	Yoghurt and Fruit	Cheese & Crackers	Pineapple Cake	Cookie

Poetry Corner



Golden Awards

Ainslie	Helena & Alice - good collaboration in Maths and the playdough area.
Lambert	Seren - a great attitude to learning and contribution in all lessons. Dan - perseverance in Maths.
Robertson	Max Ba - excellent strategies in Maths. Mya - persevering with Maths investigation.
Macarthur	Katherine - 100 day streak on Doodle Maths! Avy - Music award.
Clover	Leo - for his patience and kindness with his peers.
Sports Bee	Flo - for always showing School Games Values in PE and sports clubs.

Well done everyone!

The last day of this half-term is
Friday 28th May

The first day of next half-term is
Monday 7th June



Doodle

Well done to **Robertson class** who are
the top Doodlers this week!



A huge well done to Katherine in Y5, who has achieved her second
100-day streak!

SEMH

Social, Emotional & Mental Health

Wellbeing Window

Check in with your Mental Health this Bank Holiday Weekend

Just Checking In

Ten simple questions to check in on someone's mental health

1. How are you feeling today, really? Physically and mentally.
2. What's taking up most of your headspace right now?
3. What was your last full meal, and have you been drinking enough water?
4. How have you been sleeping?
5. What have you been doing for exercise?
6. What did you do today that made you feel good?
7. What's something you can do today that would be good for you?
8. What's something you're looking forward to in the next few days?
9. What's something we can do together this week, even if we're apart?
10. What are you grateful for right now?



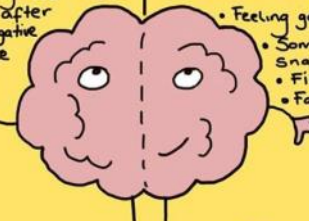
MENTAL HEALTH

IS...

- Important
- Something everyone has
- Intrinsically linked to (+ probably inseparable from) physical health
- On a continuum
- Worth making time for
- Part of being human
- Something we need to look after
- Positive + Negative
- Changeable
- Complex
- Real

ISN'T...

- A sign of weakness
- Shameful
- All in your mind
- Always something negative
- Something you decide to have only when it feels broken
- Something to think about with mental illness
- Feeling good all the time
- Something you can snap out of
- Fixed
- Fake news



The Mental Health Continuum



Snapchat

Parent / Carer Advice



What is Snapchat?

snapchat is one of the image-based social media platforms which is incredibly popular with children. One of the key features of Snapchat is that, by default, messages sent through Snapchat disappear seconds after they are viewed by the recipient. The minimum age to use Snapchat is 13 but it is a popular and widely used platform among children younger than this.

13

Reasons for concern

Abuse and bullying
As messages disappear shortly after being read, Snapchat has become a popular tool for abuse such as online bullying as abusers feel they will not be held to account for messages posted once they are deleted. This is supported by the fact that if somebody takes a screenshot of a message posted on Snapchat then the person who posted it is informed that this has happened, making it more uncomfortable for people to take evidence of abuse they have suffered or witnessed.

The Snap Map
The Snap Map allows users to see the live location of their friends on a map. Cartoon-style avatars are used to represent people in a map that was clearly designed to be popular with younger users. This feature can result in children sharing their location (including effectively their home address) with individuals.

Addiction-inducing features
Children are naturally more prone to addictive behaviour than adults. As such, the inclusion of features such as 'Snap Streaks' (where two users share pictures with each other on consecutive days) encourages addictive behaviour. Snapchat rewards longer streaks with special emojis. This can result in children increasing their daily usage of the app.

Risk of secondary apps
Snapchat allows users to link to secondary apps that can be used inside Snapchat. A recent concerning example is YOLO which allows users to offer people the opportunity to anonymously ask them questions. Such apps have led to online bullying and hate crime.

Safety Tips

- As with all Internet activity, talk to your child about how they use Snapchat, the importance of not 'oversharing', and any issues they have faced.
- The default privacy setting of 'My Friends' prevents children from sharing 'snaps' with users unknown to them. However, children may change this setting and make their posts public. Ensure your child is aware of the importance of maintaining strong privacy settings and check the settings your child has selected.
- In the settings options, ensure your child has Snapmap set to 'ghost mode'. This will ensure that nobody can see their current location.
- Ask your child if they know how to report or block a user who sends them anything that upsets them. This can be done by going to the friends list, selecting the person creating the issue and then selecting the gear icon.
- Remind your child that although Snapchat automatically deletes images once seen, somebody can copy the image and share it with others.

WhatsApp

Parent / Carer Advice



What is WhatsApp?

WhatsApp is a free messaging app. It allows you to send text and multimedia messages (video, images and voice recordings) to people in the contact list on your phone. It also allows users to set up group chats where the administrators can invite up to 256 people to share messages and images publicly within the group. Although the age limit for WhatsApp was recently raised to 16 it is popular with primary age children and above. So what are the risks?

16

Reasons for concern

- Group administrators can invite people your child does not know into group chats. Some of these people may not have innocent intentions or may be older and post age-inappropriate messages.
- Some WhatsApp groups can contain images and messages which can cause distress to children. These might include violent images or videos, abusive messages and sexual content.
- Chain messages are often shared through WhatsApp. These pressure children to post them on to their contacts, e.g. by claiming that failure to do so can result in the child or a family member dying. Many children find such messages distressing but also feel they must share them with others due to fear of the threat.
- WhatsApp does not allow users to decide whether to join a group. Your child will be automatically added to any groups that their contacts add them to. If your child leaves the group the administrator can add them straight back in.
- Your child may be in WhatsApp groups in which huge numbers of posts are made. The alerts this generates can be an unnecessary distraction and can disrupt sleep.
- WhatsApp's default privacy settings are that anybody can see your child's profile photo and when they were last online.
- WhatsApp 'dare games' have become popular with children. These involve the child making a quiz about themselves to share with others and this can lead to oversharing of personal information which can be publicly available.
- Children can add and then remove other children from groups as a form of exclusion and bullying.

Safety Tips

- As with all Internet activity, talk to your child about how they use WhatsApp and any issues they have encountered.
- With your child, look through the groups they are members of and discuss any areas of concern you have. You may agree that it would be best to leave the group.
- Go to the settings (by pressing the three dots in the top right of the screen) and ensure your child's profile is set to 'contacts only'.
- To leave a group: Open the group in WhatsApp. Press the three dots in the top right of the screen and select 'Group Info'. Scroll down to 'Exit group'.
- If an admin adds your child back into a group they have left, your child can ask them not to do this. If they keep adding them then you can prevent it by blocking the admin. To do this, WhatsApp provide the following guidance:
 - Go to the group in WhatsApp, then tap or click the subject of the group.
 - Tap or click the phone number of the admin you wish to block.
 - If prompted, tap or click Message (phone number) or Send Message.
 - A screen that says the admin will open up. Tap or click the phone number at the top.
 - Tap or click Block.



www.onlinesafetyalliance.org
Online safety education for school staff, pupils and parents

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Quite a number of our year 5 and 6 children have access to social media. All of these apps have recommended ages of 13-16 which is secondary school age.

Please take the time to read about the risks associated with these platforms. The Posters can also be found on our website alongside this week's Buzz.

TikTok

Parent / Carer Advice



What is TikTok?

TikTok is a social media app where users share short video clips of 15 seconds duration. It started out as an app named 'Musically' and was used to share videos of dancing and lip-synching to music. Much of the content on TikTok still reflects these origins, but popular videos now also include pets, makeup, magic tricks, fashion, art, people reacting to situations, etc. According to OSA research, TikTok is now as widely used by 11-14 year olds as Snapchat and Instagram.

13

Reasons for concern

- TikTok has a minimum age rating of 13 and anybody under 18 should have parental permission to use the app. However, new users simply enter a date of birth to indicate their age and there are no verification steps. As such, children of any age can create an account by using a false date of birth.
- New users will be shown a range of video clips the app feels may be of interest. Many of these will quickly expose users to offensive language which will be inappropriate for children.
- The clothing worn and the type of dancing in some videos could be deemed sexualised and therefore something that might be inappropriate for younger users to be exposed to.
- The default privacy settings in the app are concerning. Although only friends can send users direct messages, the videos posted by users can be seen by anybody and anybody can like / comment on the videos. New users are also available for anybody to perform a musical duet with. Such default settings can leave children vulnerable to unwanted communication from others.
- Many children in the UK are posting videos to TikTok where they are wearing their school uniform, making it possible for strangers to identify their location.
- The nature of videos children are posting to TikTok (singing, dancing, etc) can leave them vulnerable to receiving negative comments which can have an impact on mental health.
- The company that owns TikTok is facing legal issues and stands accused of illegally collecting data on children (when it was Musically) and the app has been deemed a 'potential security risk by the FBI'.

Safety Tips

- As with all Internet activity, talk to your child about how they use TikTok and any issues they have encountered.
- Discuss whether it would be best to change your child's account to private to avoid interactions with non-friends. If you agree to keep the account public you should discuss strategies for coping with negative feedback and for blocking users.
- Help your child to spring clean their account from time to time by removing videos you agree to be inappropriate.
- Ensure your child knows not to post videos in their school uniform. Also discuss how recording videos at school might break school rules and what the consequences could be.
- The TikTok settings allow you to set a time limit for how long each day you want your child to be able to use the app. This can be password protected to ensure they stick to the limit.

Instagram

Parent / Carer Advice



What is Instagram?

Instagram is a social media platform which focuses on the creation and sharing of images, providing users with a range of filters and special effects popular among younger users.

Despite requiring users to be 13 or older, a study in January 2017 indicated that 43% of 8-11 year olds in Britain are using Instagram.

13

Reasons for concern

- Privacy settings**
A key concern regarding children's use of Instagram is the fact that the default privacy setting for accounts is 'public'. As such, unless a child actively alters their privacy settings, all of the pictures they post to Instagram will be available to anybody. This could result in their images being seen by inappropriate individuals and might lead to receiving unwanted communication.
- Follower lists**
In a world where celebrity success is measured by numbers of social media followers, it is understandable that children might want to grow their own list of followers. A child's non-private account can quickly grow with followers, some of whom might not have entirely innocent motives.
- Terms and conditions**
Instagram's 5,000-word terms and conditions states that users agree that Instagram can use and sell their sell images for others to use (without paying or further consent). Instagram also retains the right to store, use and share the personal information and direct messages of their users.
- Grooming**
In 2019 the NSPCC reported that Instagram was involved in more online grooming cases than any other online platform. Where the police recorded the method of communication, Instagram was used in 32% of cases, in contrast to Facebook at 23% and Snapchat at 14%.
- Mental health issues**
A report by the Royal Society for Public Health found that Instagram rated as the worst social media platform when it comes to its impact on young people's mental health. Being image-centred the RSPH claimed that Instagram (along with Snapchat) appears to be driving feelings of inadequacy and anxiety in young people.

Safety Tips

- As with all Internet activity, talk to your child about how they use Instagram, the importance of not 'oversharing', and any issues they have faced.
- It is safest to change the default privacy settings in your child's account from public to private. If your child is older and you agree for them to have a public account, you should discuss strategies for coping with negative feedback and for blocking users. You should also monitor messages they receive.
- Given Instagram's reported impact on young people's mental health, keep an eye out for early warning signs of such issues with your child. Seek professional support or consult online services such as Shout at the earliest point of concern.
- Regularly spring-clean your child's Instagram account with them by removing any posts and images you agree are inappropriate and blocking any concerning contacts. If you have any concerns that somebody might be trying to groom your child you should immediately contact CEOP.

CAN YOU GROW THE TALLEST SUNFLOWER?

Children will be bringing home a sunflower seedling that they have sowed at school in readiness for the competition.



TALLEST SUNFLOWER COMPETITION



1st Prize - £30 Garden Centre Voucher
2nd Prize - £15 Garden Centre Voucher

closing date 30th
august 2021.

winner to be announced 3rd
september 2021.

Send your photos with
measurements to the BSA email:
brighstoneschoolassoc@gmail.com
or post photos on our Facebook
page.

BRIGHSTONE SCHOOL ASSOCIATION

After School Sports Clubs

2.45-3.45pm

Mondays - Summer Sports - Years R/1/2

Tuesdays - Gymnastics - Years 5/6

Wednesdays - Football - Years 3/4

Thursdays - Football - Years R/1/2

Fridays - Football - Years 5/6



REMINDERS

- **Long hair** must be tied back to help stop the spread of head lice (girls AND boys)
- Children should wear **black school shoes**, not trainers
- **Hair accessories** should be in school colours
- **PE Kits** must be worn for PE. PE t-shirts are available from the school office for £4
- If your child will be collected by someone other than parents/carers you must **inform the school office**
- Food containing **nuts** MUST NOT be brought into school
- Your child will be marked as **late** if they arrive after 8.25am. Persistent lateness could result in a Fixed Penalty Notice
- **Face coverings** must be worn when coming into the office foyer (unless medically exempt)
- **Social distancing** must be maintained at all times and when talking to all members of staff
- Guidance regarding drinks in school <https://www.nhs.uk/live-well/eat-well/water-drinks-nutrition/>

News from the classrooms

Lambert Class were very excited to receive an email from Natasha Lambert and her family.

They are sorry they have not kept in touch over the past few months as they have been so incredibly busy. They have had some breakdowns, Covid restrictions, quarantines, paperwork, tests, sailing and a lack of internet to contend with! They say it's certainly been extremely challenging but quite incredible too with lots of stories to tell which we will look forward to hearing when they are back! They are due back in the UK at the end of May (fingers crossed)!

They say Jigsaw Jo is still doing well and has met lots of people and visited lots of places. They hope everyone is well and enjoying being back in the classroom.

Natasha sends her love and says "Thank you for letting Jigsaw Jo join her on her Atlantic journey; it's been amazing!"



In **Robertson class** this week, they have been working in pairs to create dangly poems using descriptive words and phrases about the old man in The Tin Forest. They thought about how he was feeling at the start of the story and then at the end. Writing poems in this way means that words and phrases can be written on individual pieces of paper which can then be easily moved around to help with the drafting process: 'Which words and phrases sound better here?' 'Maybe this one should go first because...'

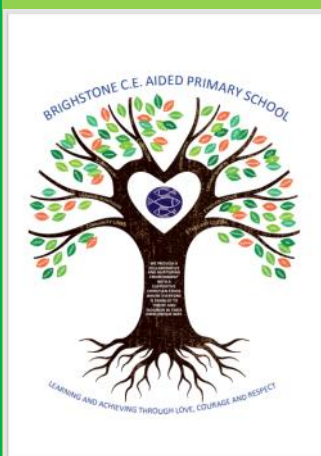
Here are some phrases that have been used in their poems: 'Tired from working, his imagination fled to a tropical paradise', 'The old man had very hollow cheeks and hopelessness filled his soul', 'He felt like all happiness was gone', 'Then joy found him and he felt like everything turned around', 'His heart was filled with happiness', 'He was going to burst with joy'. Well done, Robertson class!



Our Vision Statement

We provide a collaborative and nurturing environment with a supportive Christian ethos where everyone is enabled to thrive and flourish in their own unique way.

As a school community, we are exploring our vision statement in more detail. Each week we will focus on a different aspect of it. This week we have been focusing on 'nurturing'. The children have been discussing what this means, and what it might look like in school.



"Protecting"
Lucy

"Looking after
each other"
Caspar

"Caring"
Peyton

Discuss the word 'nurturing' as a family. What do you think 'nurturing' means? What do you think it looks like? What might we see?

For more information about our vision statement, see our website: <https://www.brighstoneprimary.org.uk/our-vision-and-values/>



Music



WIGHT MUSIC TUITION ARE DELIGHTED
TO ANNOUNCE...

WE HAVE A FANTASTIC NEW VOCAL TUTOR
FOR THE SUMMER TERM

SINGING LESSONS

LEARN TO SING ROCK, METAL, POP,
FOLK, CLASSICAL, BLUES, FUNK,
THEATRE, JAZZ!

—
PAIRED OR INDIVIDUAL LESSONS AVAILABLE

CONTACT CAROLINE@IWMT.ORG.UK

TELEPHONE 07785 778222

OR COMPLETE OUR ONLINE APPLICATION FORM AT
WWW.IWMT.ORG.UK

Dear Parents/Carers,

Wight Music Tuition is now the service provider for Music at Brighstone Primary School. At Wight Music Tuition, we care about all children's educational needs in Music and will deliver a high quality affordable service.

WMT has now taken over the invoicing and full service. The advantage of this is that you can liaise directly with tutors and our business administrator/manager. Lesson plans/tuition videos can be sent directly to parents and any queries you may have can be answered quickly.

10x Group lessons (20mins) = £80

10x individual lessons (20mins) = £122

To sign up for music lessons please apply at www.iwmt.org.uk Lessons will continue to take place in school (as was the case before the Covid pandemic), and can start as soon as next week. On behalf of all WMT members we are looking forward to teaching in schools again.

If you would like an informal chat with Caroline, please feel free to phone or email as follows:

Caroline Hales - 07785778222 caroline@iwmt.org.uk

Best wishes

Robert Carr - WMT director