



Dear Parents/Carers,  
Welcome back after half term, I hope the children all had a good break. They have certainly come back enthusiastic and ready for the next half term.

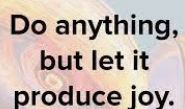
This week the children have had many different enrichment activities such as an author visit, an Egyptian day and an introduction to Wildtribe. These days and activities are essential for the children's development, not only academically but socially and emotionally as well.

We look forward to next week with more out of class fun including children visiting St Joseph's school in Launceston for a morning of PE and the choir taking part in Songfest. And of course I couldn't not mention break the rules day on Thursday. This is a great new fundraising event for the PTA which I'm sure all the children ( and staff) will enjoy.

We are developing a big pile of lost property including school and PE jumpers. Please ensure that your child/ren's uniform is named as this makes it much easier to reunite child with clothing. Whilst the weather continues to be very wet, please could children come to school with a change of socks (and trousers). WE endeavor to get the children outside during play and lunchtimes but sometimes this results in soggy socks, tights and trousers. As we have very limited supply of extras in school, your child bringing them in would be very beneficial.

Thank you to everyone who donated their child's old school shoes. These are invaluable to families who may not be in a position to purchase new ones when the old ones break or are grown out of. If you are in this position please do not hesitate to speak to your child's teacher, myself or Mrs Simmons to see if we have any for you.

A final thought...  
Many thanks  
Mrs Sally Cook



If you require this newsletter in an alternative format, for example large print or dyslexia friendly, please email [secretary@lewannick.net](mailto:secretary@lewannick.net). This also applies if you require it in a different language.

### DATES FOR YOUR DIARY

#### February 2024

Monday 26th—Yr 1 Multii Skills Festival St Josephs School

Tuesday 27th—Songfest 7pm—8:45pm

Thursday 29th—PTA Break the Rules Day

#### March 2024

W/B Monday 4th—KS2 Bikeability

Thursday 7th—World Book Day

Friday 8th—Sharing Time 2pm-3pm

Friday 15th—Red Nose Day

W/b Monday 18th—Scholastic Book Fair (Details to follow)

Monday 18th—Read with your Child 9am

Wednesday 20th— Yr 3/4 Football Launceston College (Details to follow)

22nd March—KS2 Trip to Eden Project (Details to follow)

W/b Monday 25th—Parent Consultations

#### April 2024

Fri 29th March -Fri 12th April—EASTER HOLIDAY

Monday 15th April—INSET DAY

### Readers of the Week

Jacob, Henry  
Rowan B, Penny,  
Lowen  
Paisley



### Stars of the Week

Jess, Ethan, Scarlet  
Theo H, Jack, Paisley,  
Locryn



### Weekly Attendance

Year Group	% Attendance	Year Group	% Attendance
R	94.07%	4	98.41%
1	93.83%	5	98.77%
2	94.02%	6	83.95%
3	88.89%	Whole School	93.63%



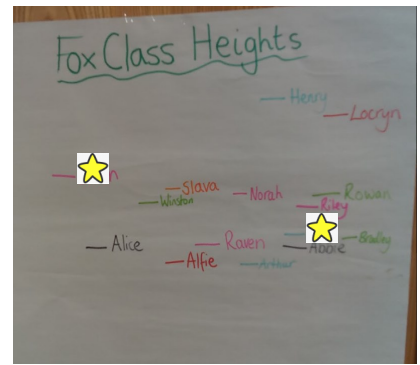
### School Menu

Week After Half Term is week 3



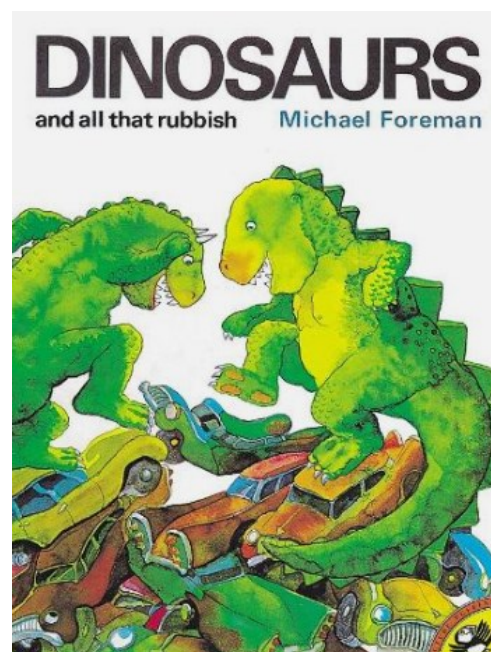
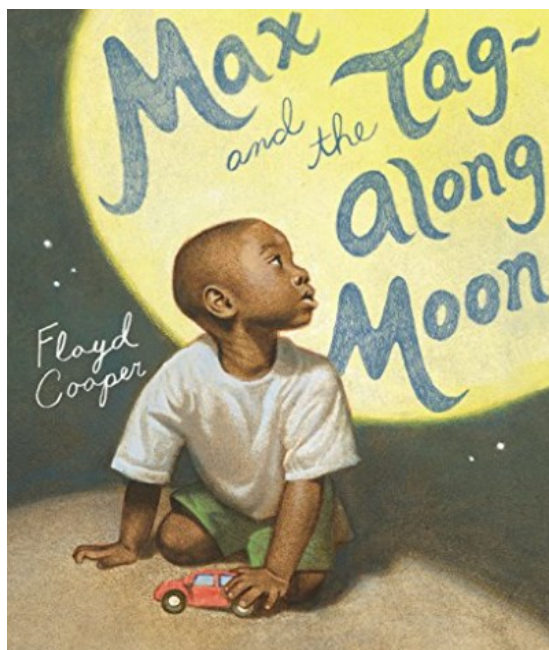
## Fox Class Update

We have had a great first week back, after half term. We have continued with our Wild Tribe (in the rain and hail!), continued with measure in maths and started to look at *The Very Hungry Caterpillar* in drawing club. As you can see from the pictures, we have really enjoyed using scales in maths to look at the different weights of objects and we measured ourselves in class! We loved seeing how tall we all were, and we will see at the end of the year if/how much we have grown! We have enjoyed talking about *The Very Hungry Caterpillar* and all of the foods involved in the book! We did a great job at sequencing the story and talking about the story as well.



## Owl Class Update

This week, we have been loving our new book for writing *Dinosaurs and all that rubbish* by Michael Foreman. We have made predictions, learned how to add the suffixes *-er* and *-est* and wrote a letter to the main character asking him to come home and sort out his mess. In maths, year 2 have completed their unit on money and have started a new unit on multiplication and division. Year 1 are working on addition and subtraction up to 20. We are also loving our Talk through Stories book *Max and the tag along moon* by Floyd Cooper. Here is a link to the story being read. <https://www.youtube.com/watch?v=49n-x92TmHo> Next week we will be looking at the key vocabulary in this story.



Respect

Happiness

Creativity

Friendship

Perseverance

## Otter Class Update

We have had a great start to the new term which began with an Egyptian day with workshops learning all about Ancient Egyptian life from mummification to writing the alphabet. It has really started our new topic of 'Where's my Mummy?' with a jolt. We also thoroughly enjoyed the visit from the author Justyn Edwards and we still can't work out how he did some of his magic tricks. Thank you to the PTA for funding both of these enrichment opportunities.

In writing we have started using the book 'Baker by the Sea' as a hook for learning and applying our writing skills. We have been imagining ourselves as bakers as well as fishermen, boat builders and fish merchants to use different types of sentences to write a job advert. In Maths we have continued our learning of shape and measure and been learning how to convert between different units of measurement as well as how to find the perimeter of a shape. We continue to work hard on practicing our times tables and are experts at dancing to them now. In Science we have started looking at sound and hearing and are really looking forward to different investigations.



## Kestrel Class News

We're thrilled to share the launch of our new topic, "Pollution Solution," with our students. For the stunning start, we explored various pollution types and brainstormed practical solutions like reduce, reuse, and recycle. This unit includes geography, focusing on oceans and science, exploring electricity's role in conservation. In literacy, we've begun a character description unit featuring Aventurine from 'The Dragon with the Chocolate Heart.' In maths, year 5 have picked up fractions again and year 6 have begun to immerse themselves with decimals.

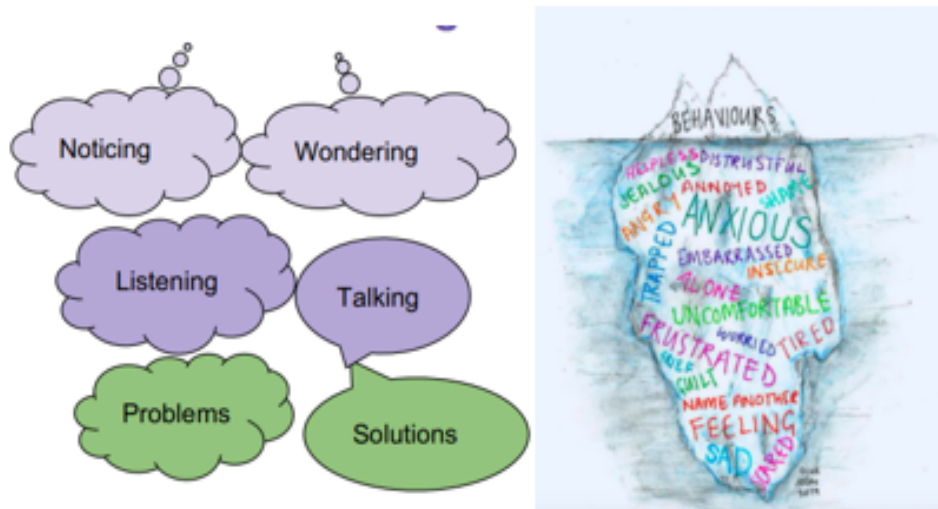


## SEN Corner

Welcome to the February SEN corner. This month I would like to share some information on Emotional Coaching. Staff have carried out training on this with our Educational Psychology team.

Emotion coaching is about helping children to become more aware of their emotions and to manage their own feelings particularly if they are dysregulated. Here are some of the strategies we use and that can be used at home.

### A quick guide to emotional coaching



There are four steps to emotional coaching.

- 1. Notice the child's feelings and empathise with them.**
- 2. Label and validate the feeling the child is experiencing right at that moment.**

'I can see that you get angry when that happens. I would feel angry if it happened to me too. It is ok to feel angry'
- 3. Set Limits (if needed)**

Emotional coaching is not about ignoring the fact that some behaviours are not acceptable. After steps 1 and 2 you should be clear which behaviours are not acceptable.

'I understand you are feeling really sad today, but one of our golden rules is kindness, so hitting your friend is not an ok thing to do.'
- 4. Problem solving**

When the child is calm, help the child to consider what they should do when they feel those strong feelings again.



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# What Parents & Carers Need to Know about MONKEY

Also known as Monkey Cool, this platform aims to fill the gap left by Omegle (which has now shut down) by placing users in random video chats with strangers. Participants use their mobile number and Snapchat username to connect to the service, where they can make matches, message other people and join group chats. The mobile version has been removed from the App Store due to safety concerns, but iPhone owners can still access the site via their web browser. The app remains available on Google Play, where its listing claims that Monkey has more than 30 million users worldwide.

AGE RESTRICTION  
**17+**

(Although the lack of age verification means that someone younger could easily log in with a fake date of birth.)

## WHAT ARE THE RISKS?

### AGE-INAPPROPRIATE CONTENT

The app claims to use AI to detect sexual content or activity that violates its policies, along with having a 24/7 moderation team. However, reports in the media continue to indicate that explicit content remains commonplace on Monkey (including sexually graphic or violent material) and is therefore accessible to anybody who uses the app – including those aged under 16.



### IN-APP SPENDING

While Monkey is free to download, it nevertheless offers in-app purchases promising to unlock access to premium features. For example, users who wish to make use of 'Knock Knock chat' (Monkey's text-based messaging option), rather than the app's Chatroulette-style random video calling feature, will need to pay to be able to do so.



### CONTACT WITH STRANGERS

The obvious risk in accepting random video chat partners is that users cannot know what or who they will see on their next connection. Talking to strangers is, of course, potentially dangerous – especially for children who might be persuaded to meet up with these people offline. The app lets users find each other by location, increasing the chances of a child being matched with a stranger from their local area.



### INTRUSIONS ON PRIVACY

According to Monkey's privacy policy, personal information (such as name, profile picture and date of birth), user-contributed content (any photos, texts, videos and screenshots shared) and each user's browser and IP address are collected. That is a considerable amount of data for Monkey to gather on its users – and all of this information is shared with third parties.



## Advice for Parents & Carers

### DISCUSS THE DANGERS

Even if you're comfortable with your child using Monkey, it's still important to talk about the potential dangers. It's crucial, for instance, that young people recognise the risks that stem from video chatting with strangers; that they understand not to share identifying information (like their street or school name); and that they know what to do if they are exposed to inappropriate content.



### RESTRICT IN-APP PURCHASING

If your child is accessing Monkey via an Android device, you can prevent them from making in-app purchases through the device's settings. If you do allow your child to use the site, we'd recommend that you enable this feature: young people have been known to spend significant amounts of money in their desire to unlock more features in apps such as this.



### REPORT INAPPROPRIATE CONTENT

Monkey states in the safety section of its site that "people are given the power" and that, to a large extent, Monkey is self-governing. If a user is exposed to sexually explicit or inappropriate content on the platform, they can select the 'police' emoji in the top right corner of their screen to submit a report for Monkey's moderation team to review.



### SPOT THE SIGNS

If you're concerned that your child is spending too much time on Monkey – or that they may have been exposed to inappropriate or distressing content – it's important to watch for potential indications that they've been affected emotionally. They could be unusually irritable or unable to concentrate, for example, or failing to complete their homework or even to eat regular meals.



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