

Autumn term CARE values:

Every term we focused on 4 of our CARE values across school. I mention these in assemblies and the children and staff try to use these values throughout the term.

Our new CARE values are;

COMMUNITY, AMBITION, RESPECT AND ENJOYMENT

KEY DATES

- 11th November – Nursery Habitat experience
- 18th November – Class 1 Trip (weather dependent)
- 18th November – Year 6 wildlife activity in school
- Week of 24th November – Book fair and open nights

NEW: Friday 28th November: 'It's beginning to look a lot like Christmas' Day- Bring Chocolate (KS1), Bottles (KS2)

- 3rd December – Festive Run AM
- 8th December – Christmas Fair

NEW: 9th December: Class 2 and Class 4: In school- nature experience workshop. (New, to replace cancelled trip)

- 10th December – EYFS Christmas Show
- 11th December – Upper KS2 Christmas Show 2PM
- 12th December – Lower KS2 Christmas Show 9AM
- 12th December – KS1 Christmas Show 2PM
- 15th December – Upper KS2 Christmas Party
- 16th December – KS1 and Lower KS2 Christmas Party
- 17th December – EYFS Christmas Party
- 18th December – Christmas Dinner and Jumpers
- 19th December – PJs and singalong

WESTLEA REMEMBERS

This week we **reflect** and **remember**. This term's CARE values of Community and Respect are fully on display with pupils across school taking time to reflect and remember those who served in wars and have served in the armed forces. We thank them and their families for their service and sacrifice.

Remembrance poem



They shall grow not old,
as we that are left grow old;
Age shall not weary them,
nor the years condemn.
At the going down of the sun
and in the morning
We will remember them.



As a school community, we all celebrated Children in Need day on Friday. We raised an amazing £231.68

Other news this week, Anti-bullying week was

launched with Monday's odd socks day. Assemblies and PSHE lesson have focused around the theme of **"The Power of Good."** Read on to find out more.

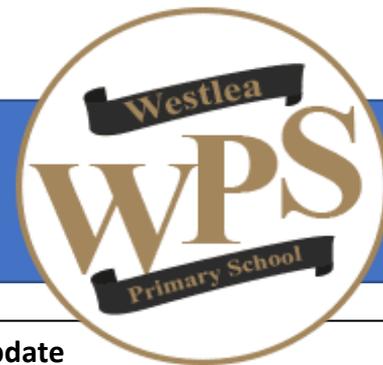
TRIP NEWS

Nursery had a habitat experience! Unfortunately trips for Classes 2 and 4 were cancelled due to the inclement weather. These classes will have a rescheduled activity (in school) on the 9th of December.

Find out more inside.

On the 11.11.25 at 11am the whole school paused and remembered. All of the staff and pupils held a period of silence to think about those who gave their lives so that we could live with freedom. Throughout this week, pupils in Key Stage One have visited the War memorial at Seaham Red Star park to lay a poppy wreath and show their respect. Thank you also to our School Council member who sold poppy merchandise for the Royal British Legion. We will find out later how much as a school we have raised.

THIS WEEK'S ATTENDANCE



	WE 14.11.25
Class 1	100
Class 2	96.2
Class 3	98.5
Class 4	94.6
Class 5	95.6
Class 6	100
Class 7	93.2
Class 8/9	97.9

Attendance Update

We will continue to use our Attendopoly board with the classes to encourage great class attendance. Your child's class rolls the dice if they collectively have an attendance over 96% (which is our school target).

The pupils really enjoy participating with the game and finding out what space they will land on and what extra treat that might be for the class!



This week 5 classes reached 96% or above.

Keep up the great work!

Our whole school attendance for WE 14.11.25 is **96.9%**

Our attendance for the year to date is 95.9%

Our target for this half term is **96%** we are currently at **97%**



Class 1 made pumpkin soup for their cookery prize.



SAFE GUARDING AND ATTENDANCE TEAM:

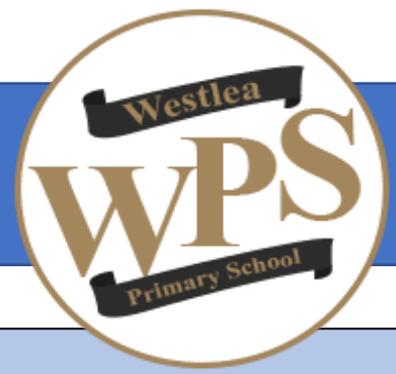
Mrs Scothern is our Designated Safe Guarding Lead with Mrs Davey and Mrs Simmons as Deputy Designated Safeguarding Leads. Please get in touch with any queries or concerns.

ATTENDOPOLY OUTCOMES THIS WEEK

Classes who rolled the dice this week won;

- Class 1 – Extra cookie club
- Class 2 – Extra PE session
- Class 3 – Extra cookie club
- Class 6 – Mindfulness session
- Year 6 – Mindfulness session

THIS WEEK'S AWARDS



Head Teacher's Award

Oscar P and Dylan promoting online safety and showing kindness to others in school. They also collected and counted all of our Children in need donations.

Kianna and Esme for creating Anti-bullying booklets for their class to read.

INDIVIDUAL CLASS STAR OF THE WEEK AWARDS

	WE 14.11.25
Class 1	Arthur
Class 2	Arlo
Class 3	Ayla
Class 4	Frankie
Class 5	Archie
Class 6	Charlotte
Class 7	Grace
Class 8 and 9	Lewis and Taylor

RIGHTS RESPECTING AWARDS

	WE 14.11.25
Class 1	Rosie
Class 2	Archie
Class 3	Lara
Class 4	Eliza
Class 5	Myla
Class 6	Jaylen
Class 7	Caleb
Class 8 and 9	Amelia and Blake

Next week's Right of the week- Article 7 Your right to a name and nationality

Character values: CARE		
Autumn Term	Spring Term	Summer Term
Community	Compassion	Cooperation
Ambition	Actions	Achievement
Respect	Responsibility	Resilience
Enjoyment	Endeavor	Empowerment



Pupil discussions:

All pupils have focused on kindness and the power of good this week. In class we have looked at how to make our school and community a kinder place with our words, thoughts and actions.



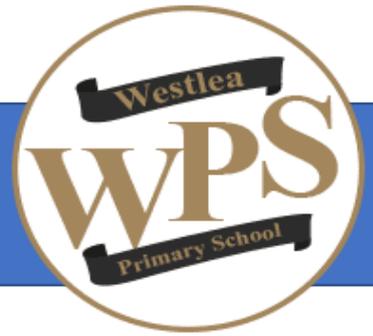
CONVENTION ON THE RIGHTS OF THE CHILD

Head teachers awards: Our CARE values this term are...Community, Ambition, Respect and Enjoyment

These are given to pupils in school who have shone outside of the classroom. It maybe they have shown excellent manners and held a door for a visitor or a friend or have shown our WESTLEA CARE values in some way. Perhaps they have cooperated with each other to play a game or complete a group activity or shown resilience to keep going when a task or a learning activity has been a challenge. Visitors and other members of staff can nominate these students so it is very special if you are recognised for your efforts or for just being you!

In other news...

Odd socks day and Anti-bullying week



During the week, assemblies, teaching resources and guidance has been taken from The Bullying Alliance. Please see the link to a useful information leaflet on what bullying is and how to support your child.

Link to parent pack on website

<https://westleaprimarieschool.com/wp-content/uploads/2025/11/Parent-and-Carer-Pack-Anti-Bullying-Week-2025.pdf>



School assemblies: Ks1 and KS2 assemblies this week had the focus on Anti-bullying, the definition of bullying behaviour and the effects of this behaviour. We also discussed what to do and who to speak to if you feel that someone is displaying bullying behaviour. We talked about face to face and online bullying and what this looks like.

Staff training: This week staff in school reviewed our Anti-bullying policy, Behaviour policy, our Behaviour pebbles pathway. We discussed the resources on the Bullying alliance website and discussed our procedures in school.



Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act out the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.



2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.



3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.



4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.



5. CALL A TIME OUT



NSPCC Speak out. Stay safe.



approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



6. STAY INFORMED



Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

7. PREP YOUR CHILD FOR THE RESPONSE



Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

8. SUMMARISE YOUR CHILD'S EXPERIENCE



When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

9. LIAISE WITH THE SCHOOL



Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

10. CHECK IN FREQUENTLY



Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

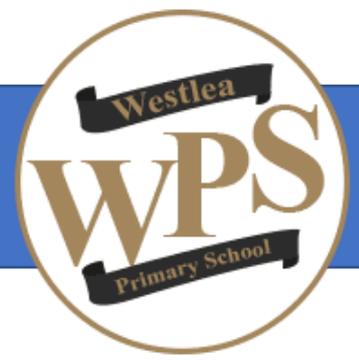
#WakeUpWednesday

The National College

Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168040/survey_of_pupils_and_their_parents_or_carers_wwe_5.pdf
<https://www.oeef.org/education/notes/notes2018tables.htm> | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/621070/health_behaviour_in_school_age_children_cyberbullying.pdf

In other news...

Children in need



The difference you are making:

There are so many issues deeply affecting children and young people in the UK today. Mental health struggles, rising levels of poverty, the ongoing pressures of social inequality and the negative impact of family challenges can all present massive barriers to a healthy childhood.

At BBC Children in Need, we're doing everything we can to support children and young people. We're always building positive relationships and creating moments of everyday magic through our projects, clubs and youth work – but we're only able to do this thanks to wonderful supporters like you!



Find out more and share with your child, the projects that Children in Need support:

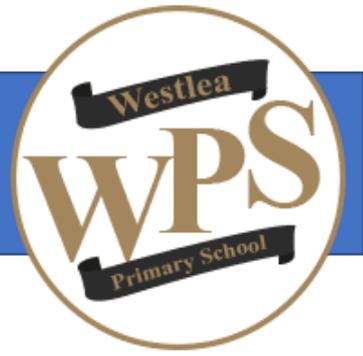
[What we do - BBC Children in Need](#)





In other news...

Remembrance



Classes 1,2,3 and 4 visited Red Star Park war memorial. Each class, worked together and made a poppy wreath and have laid them at this special place.

The pupils discussed the names on the memorial and the signs and symbols around it. Heidi read the poem of remembrance.



RESPECT

Every Class made a Poppy Wreath and laid the wreath on their visit.





Understanding of our World

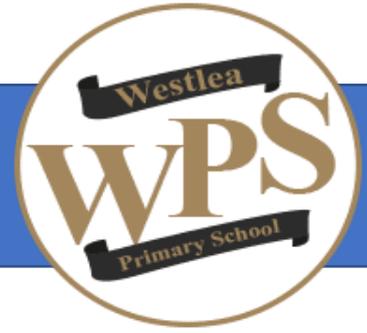
Community



Connection to the past

In other news...

Young leaders

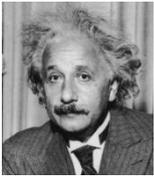


Young leaders training:

This week a group of caring, enthusiastic Year 5 and Year 6 pupils, have been trained to organize activities for other pupils on the playground. This training was conducted by our School Sports Coordinators. The training encourages children to join in games and to extend their friendships.

Playground leaders form a vital part of play time at Westlea Primary School. These pupils work together to create a safe, fun space for the other children to enjoy whilst out on the playground. Play Leaders need to be kind and helpful children who strive to support others. They must have good communication skills including listening carefully and speaking clearly.

Play Leaders volunteer their time to help and improve play times at Westlea Primary School and are recognized by their Play Leader badges.



"Play is the highest form of research"

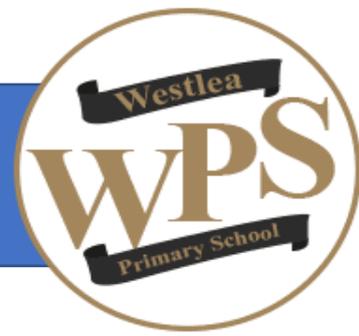
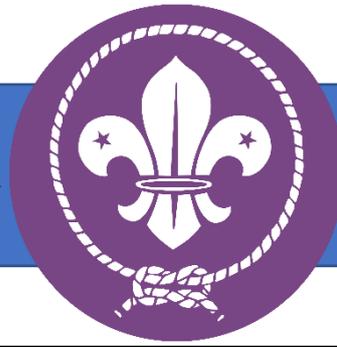
Albert Einstein



In other news...

Small but mighty...

Ready for the next steps



It was wonderful to receive a special email from Squirrel 1st Murton Scouts section leader, Rebecca Armstrong, about one of our pupils. Explaining how they had, after joining Scouts 2 years ago, developed lots of skills, *“From the beginning he threw himself into every adventure, every challenge, and every opportunity to learn and grow... he has tackled countless activities, camping trips, and experiences with energy and determination.”* *“He helps welcome new members, supports our younger Squirrels, and takes real responsibility within our sessions. He brings adventure, fun, and unstoppable spirit to everything he does.”*

“Well done, Tyson. You embody the very best of Scouting and everything it stands for.”

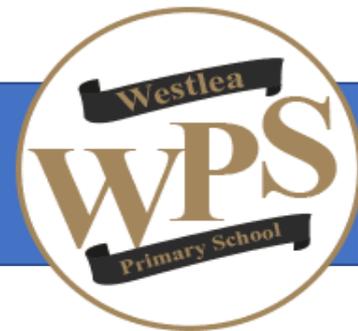
We are all very proud of you too and can see how attending Scouts is helping you develop lots of important skills and talents.



Tyson was selected to lay a wreath at the cenotaph to represent his section. He also received his Chief Scout Acorn Award this week, which is the highest award you can receive at Squirrels.

In other news...

Special delivery – sports equipment!



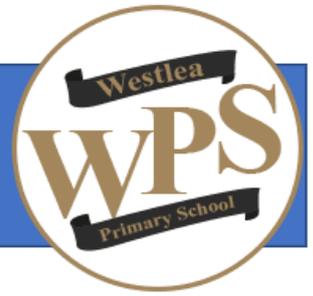
The sports equipment we purchased with our sponsored event last year has arrived and has been unpacked by our diligent School Council members.

The school council had a budget, selected the items we needed in school and got a few extras from their wish list. They were able to explain the purpose and benefit for the equipment chosen.

One of the items purchased, was a full sized table tennis table– watch this space for a new club being set up.



In other news...
'It's beginning to look a lot like
Christmas' Day



**'It's beginning to look a lot like Christmas' Day at
Westlea Primary School 2025
Friday 28th November**

When do you put your Christmas tree up? Do you wait for December? Have you already begun your festive cheer? At Westlea, we are putting **our big tree up** and the **lights will be turned on for Friday 28th November**. We will do this together in assembly- a very special moment to share together.

This will also be the day that each **class puts their tree up** and we will also start to create **Winter/Christmas craft**.

Our **Winter post box** will also be open from this day. If your child would like to send Christmas cards to their friends and teachers they write them at home and then can come to school and post them in our school post box. (Please remember to put the class number and full name on the envelope.)

On this day we would love for pupils to come to school in uniform but bring with them some **Christmas cheer**. Either come to school with **chocolate** of some kind or a **bottle**. These will help us for our Christmas Fair (chocolate and bottle tombola). Christmas donations for raffle prizes would also be greatly received.

Christmas Fair stalls will include: cakes, tombola's, raffle, refreshments and guess the name.



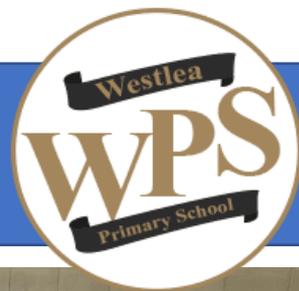
**Christmas fair 8th
December**



If anyone would like to hold a free community stall at the fair please contact the school office – we would welcome crafts/gifts etc but are unable to accommodate food stalls.
Thanks

In other news...

Class 2 Dance



Class 2 have been working with Jess from the School Sports Partnership to do dance sessions in PE. This is an element of their PE curriculum. This curriculum adapts to the ability of the children.

Key Vocabulary

(used with the pupils in this Dance unit)

- Low Level
- Middle Level
- High Level
- Slowly
- Quickly
- Pathways
- Dance
- Travel
- Stillness
- Jump
- Gesture
- Turn
- Balance
- Tumble/Fall



Jess, our Sports Coach, doesn't just deliver high quality PE session for the pupils but teachers at school use this time for Professional development. They support the sports coach and pupils in the session so that the pupils make accelerated progress and are also supported depending on their needs.

This week, we were thinking about the moves we could make for winter sports.

We looked at images and then tried to show these positions.

We balanced like figure skaters, used low movements like snowboarders, jumped like skiers and skated like ice hockey players.



At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children. It is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips.

What Parents & Carers Need to Know about HOW TO COMBAT ONLINE BULLYING



Defined as "ongoing hurtful behaviour towards someone online", cyber-bullying makes its victims feel upset, uncomfortable and unsafe. In the digital world, it has numerous forms – such as hurtful comments on a person's posts or profile; deliberately leaving them out of group chats; sharing embarrassing images or videos of someone; or spreading gossip about them. Cyber-bullying can severely impact a young person's mental health ... so, in support of Anti-Bullying Week, we've provided a list of tips to help trusted adults know what to look for and how to respond to it.

1. GET CONNECTED

Playing online games together with your child or connecting with them on social media (providing they're old enough) is not only fun but also an excellent way of establishing some common ground to discuss things you've both seen or done online – as well as keeping an eye on who your child is communicating with in the digital world.

2. KEEP TALKING

Regular chats with young people about their online lives are good practice in general, but they can also be an excellent refresher to help prevent cyber-bullying situations. Topics you might want to revisit include why it's important to only connect online with people we know and trust, and why passwords should always remain secret (even from our best friends).

3. STAY VIGILANT

Observe your child while they're using technology and just after they've used it. Are they acting normally, or out of character? Possible signs of a problem may include seeming quiet or withdrawn, jumpy or anxious, angry or repeatedly checking their phone. When you feel it's the right time, you may want to check in with them to see if everything is OK.

4. MAKE YOURSELF AVAILABLE

If an online bullying incident does occur, it may take a while before your child is ready to open up about what happened. Just gently remind them that they can always come to you with any problems – and that they won't be in trouble. You might also suggest a trusted family member they could turn to, in case they feel too embarrassed to tell you directly.

5. BE PREPARED TO LISTEN

When conversations about online bullying do take place, they're likely to be difficult, emotional and upsetting for both you and your child. Actively listen to your child while they're bringing you up to speed, and try not to show any judgement or criticism – even if they haven't dealt with the situation in exactly the way you would have hoped.

FURTHER SUPPORT AND ADVICE

If you or your child need additional help with an online bullying issue, here are some specialist organisations that you could reach out to.

Childline: talk to a trained counsellor on 0800 1111 or online at www.childline.org.uk/get-support/

National Bullying Helpline: counsellors are available on 0845 225 5787 or by visiting www.nationalbullyinghelpline.co.uk/cyberbullying.html

The NSPCC: the children's charity has a guide to the signs of bullying at www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/ and can be reached on 0800 800 5000

6. EMPOWER YOUR CHILD

Depending on their age, your child might not want a parent 'fighting their battles for them'. In that case, talk through their options with them (blocking the perpetrator, deleting the app and so on). By allowing your child to choose the path they take, you're putting them in control but are also demonstrating that you're there to support them along the way.

7. REPORT BULLIES ONLINE

Cyber-bullying often takes place through a particular app, social media platform or online game. If this is happening to your child, encourage them to report the offender to the app or game in question – ideally with screenshots to support their complaint. Most games and apps have reporting tools specifically to stamp out abusive behaviour and protect users.

8. ENCOURAGE EMPATHY

Protecting themselves online is the priority, of course, but young people should also feel empowered to help if they witness other people falling victim to cyberbullying. Even if they don't feel confident enough to call someone out on their abusive behaviour online, they can still confidentially report that person to the app or game where the bullying occurred.

9. SEEK EXPERT ADVICE

Victims of online bullying frequently experience feelings of isolation and anxiety, a loss of self-esteem and potentially even thoughts of self-harm or suicide. If you think that an incident of cyber-bullying has affected your child's mental wellbeing, then seek psychological support for them. There are some useful contact details in the central panel below.

10. INVOLVE THE AUTHORITIES

If the nature of any online bullying makes you suspect that your child is genuinely in imminent physical danger – or if there are any signs whatsoever of explicit images being shared as part of the bullying – then you should gather any relevant screenshots as evidence and report the incidents to your local police force.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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