

Tandridge Learning Trust

Trust Talk *Parent Edition* December 2023



Bletchingley Village
Primary School & Nursery



Hamsey Green
Primary School



Warlingham School
& Sixth Form College



Tatsfield
Primary School



WOODLEA
PRIMARY SCHOOL

We have a great deal to share with our families in this festive edition of *Trust Talk* so I hope you will enjoy reading the articles from each of our schools, which highlight some of the hands-on learning opportunities and successes they have experienced this term.

At the start of this academic year, we welcomed Rachel Jewitt to the Trust as the new Headteacher of Tatsfield Primary School. Rachel is a very experienced headteacher and brings a wide range of knowledge and skills to both the school and our Executive Board. You can learn a little more about her in our 'spotlight feature' on page 24.

Very sadly, this term we said goodbye to Steve Burn, Chair of the Trust Board, who leaves us after more than seven years of service to our Trust. Please do read the article on the next two pages in which we thank him for his dedicated support.

You will also find an introduction to our new Co-Chairs of the Trust Board, Richard Baker and Kate Forde who have taken up the baton from Steve.

We are delighted to announce the opening of *The Bridge*, a brand new, purpose-built Wellbeing and Mental Health Hub which is located on the Warlingham School & Sixth Form College site on its border with Hamsey Green Primary School. Our commitment to offer support to pupils and their families from all our school communities is a priority for Tandridge Learning Trust. The increased need for support and guidance in the area of wellbeing and mental health has been felt nationally since the pandemic and we have prioritised our time and funding to meet this need.

We held our first Wellbeing Open Morning at *The Bridge* on Wednesday 22nd November with two Senior Clinicians from Surrey Mindworks in attendance. It was nice to welcome parents from a number of our schools. During this session, lots of interesting thoughts and ideas were raised and debated. Parents said that it

felt really nice to be in the building but also to share their stories and receive support. That evening, *The Bridge* hosted a parent information session, led by Gemma Gay (School Project Officer) and Dr Maria Butler (Senior Clinician and Educational Psychologist). The topic was "Developing Positive Mental Health". Parent feedback, gathered through a survey, was overwhelmingly positive.

We have two parent information sessions in the pipeline, the first will be on Wednesday 17th January from 5pm to 6pm on "Managing exam stress". The second, will take place on Wednesday 31st January from 5pm to 6pm and is on "Anxiety". We will also hold a Wellbeing Open Morning, focussing on "What can I do to support my own mental health and the mental health of other adults in the household?" and will be in touch soon with the date for this.

In this edition, we continue our online safety guides for parents linked to National Online Safety. This term we have an article about dealing with upsetting content online, which you will find on pages 26-27. We hope you find this useful

Rebecca Plaskitt

and we encourage you to let us know if there are any areas you would specifically like us to feature in our *Trust Talk* newsletter next term.

I am delighted to share with you that Corinne Fernandes was recognised by Surrey County Council for her

outstanding contribution to Surrey Governance at Hamsey Green Primary School. Corinne started at the school as a parent governor some 28 years ago, taking on the Chair position in 2009. Her service throughout all these years has been absolutely amazing and we are so grateful for her commitment to the school.

As this term rapidly draws to a close, may we wish you all a very Happy Christmas. Please stay safe and make the most of the holiday period to spend time with family



and friends. We look forward to welcoming your children back to our schools on Thursday 4th January 2024.

Warmest wishes

Rebecca





Steve Burn

It was with a sense of regret tinged with sadness that the Trustees met with Steve just before half term after his last meeting as a trustee and Chair of the Trust Board. David Prothero, Deputy Chair of the Trust Board commented, "Steve has given unstintingly of his time, experience and expertise, both previously as a governor at Warlingham School & Sixth Form College, over the

last seven years as a trustee, and latterly as Chair of the Trust Board. During that time, we've benefited immensely from his eye for detail, his work rate and his ability to promote and maintain the overall direction and oversight of the Trust in all its aspects. At the same time, we'll miss his geniality, gentle humour and his ability to liaise, meet and work with the Trust Staff at all levels.

Whilst giving thanks for Steve and all he has achieved for us, I'm sure that you would wish to join with me in wishing Steve and his family all the best for the future."

Rebecca, our Chief Executive, also wanted to recognise Steve's huge contribution, saying "I have had the pleasure of working with Steve since I joined the Trust in 2019. Steve was always a committed Trustee and took the lead on safeguarding and our risk register prior to becoming the Chair. The role of Chair comes with an increased responsibility and a high level of engagement, and Steve approached this with huge enthusiasm and care. We worked closely together on the

strategic direction of Tandridge Learning Trust, particularly on the development of governance.

I know that the Chairs of our Local Governing Committees really valued the termly meetings he introduced to ensure communication was as strong as possible at all levels.

I valued his support and challenge and will certainly miss our regular interactions – my huge thanks for his dedicated work and commitment to our Trust."

Steve has been replaced by Richard Baker and Kate Forde, who will be Co-Chairs.

Richard has a degree in Accounting and Finance, and is a Chartered Accountant (FCA) by profession. He is currently CFO for another local Multi Academy Trust (MAT), where, along with the CEO, he was one of the small team that founded the Trust.

Prior to moving into education, Richard spent over 25 years in the commercial world, working primarily in the software sector,

welcome to new Co-Chairs



Richard Baker

including spells abroad in both Europe and the USA. During his time in the software world, he helped develop shared services models for operations across Europe as well as the Far East. It seemed to be a natural progression to adopt this model within the context of a MAT. Centralisation is now common place in MATs and is in operation at Tandridge Learning Trust.

Richard has a passion for developing people and this has transitioned seamlessly into supporting schools to achieve the best for their students, by helping to maximise

efficiency of funding provided to them.

Richard has been a member of the Trust Board since January 2018. Having spent his previous term concentrating on Finance, he has recently moved onto the Learning & Development Committee to broaden his knowledge. He also chairs the Remuneration Committee.

Originally from Warrington, Richard now lives in Chelsham and is married with four children, all of whom have flown the nest.

In his spare time Richard enjoys reading, theatre, walking and skiing (when strongly encouraged by his addicted wife)!

Kate has over 20 years' experience working in Human Resources and is a Member of the Chartered Institute of Personnel & Development. Having worked at Senior Manager and Business Partner level, most of Kate's career has been spent focusing on employee relations, advising line managers to work through performance management issues or grievances within their



Kate Forde

teams as well as restructuring and helping organisations to develop and deliver their strategic aims. As a consultant Kate has experience in working across a wide range of sectors.

Kate has been a trustee since September 2022. As a school governor for nine years prior to that, Kate was keen to make use of that experience and to embark on a new challenge.

Kate lives in Caterham with her husband, two children and dog and enjoys open water swimming and travel.



Staff from all our schools returned at the end of August for their first INSET day which was a Tandridge Learning Trust (TLT) Conference Day. The event was hosted at Warlingham School & Sixth Form College and Hamsey Green Primary

School.

After a welcome and introductions from Rebecca Plaskitt, TLT's Chief Executive, the staff split into two groups. Teaching and other student-facing staff remained in the main hall at Warlingham, where Hywel Roberts was ready to work with them. Support and Administrative staff walked to the next door site, Hamsey Green Primary School, to meet Nina Jackson, who welcomed

them for a session looking at teamwork, strong support and good mental health.

Hywel Roberts

"At the heart of the world's best teaching you'll find one admittedly made-up word - botheredness." There are many reasons why Hywel is one of the most in-demand educational speakers around and why he is so much more than the self-styled 'man in the Matalan suit'.

Trust Conference Day



Originally a drama teacher cutting his teeth in some of the North of England's most demanding school environments – including special schools and Pupil Referral Units - Hywel shows how to bring the learning to life for even the most disaffected children and young people. In particular, he draws on and adapts the work of Dorothy Heathcote, with whom he studied, and her powerful *Mantle of the Expert* approach to learner engagement.

Tapping into children's innate curiosity and willingness to suspend disbelief in the company of an engaging adult, Hywel spoke from

experience, giving an insight into how he had found success breathing life into the curriculum supporting children's learning. It is this ability to 'trick' children and young people into learning that led to the naming of his hugely popular first book *Oops! Helping children learn accidentally*.

Hywel spent the whole day with our teaching and learning staff from all phases, at times all together, and at other times splitting Primary and Secondary staff into more bespoke workshops.

Nina Jackson

"Wellbeing is a Work of Heart - Celebrating self as well as others." Nina Jackson is an International Education Consultant and is a leading practitioner in outstanding learning and teaching. She has a very deep understanding of schools - in both administration and teaching and learning. She has delivered many sessions to support staff, looking at their roles and their importance in making schools "learning ready". From being the face of our schools to supporting the teachers and Senior Leadership, IT



support and Mentoring support.

We know that all roles and responsibilities within school matter. Nina's workshop addressed key aspects of support roles within our schools, including:

- Valuing individual roles and responsibilities
- Understanding that support staff make a difference
- How can staff do better?
- Looking after and celebrating staff

It was a fascinating session that was extremely well received.



The competition ramped up at Hamsey this week! Twice a year, as a *Stepping Into Business* school, the children research and develop the skills needed for the real world in business, product design and marketing. Each year group decides on a product that is sellable and will hopefully make a profit when they mass produce it for selling at the school fair. This year, the children



also thought about sustainability and the legacy of a product.

The year groups discuss profit and loss and then pitch their product to the whole school in the 'Dragons' Den' assembly - a week before the school's Winter Wonderland Fair! This year, Hamsey Green pupils were very lucky to have the owner of Bouncy Boss (www.bouncyboss.co.uk), based in Warlingham, as one of the judges.

On Friday 24th November, the Dragons took their seats to judge the products the classes had made. Acorns Nursery children pitched their gorgeous salt dough decorations as well as their festive chocolate digestive Christmas puddings. Reception dazzled

Den and Winter Wonderland



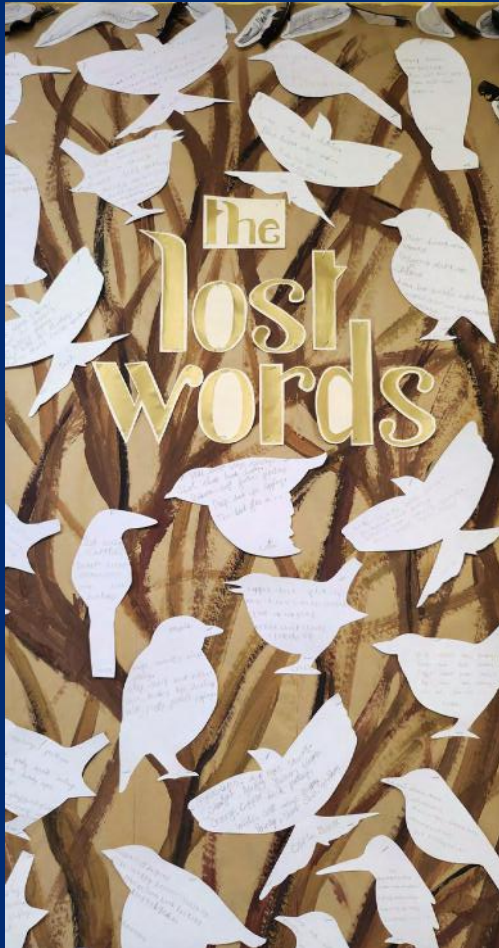
the panel with their pitch using the skills learnt in *Talk for Writing* to explain how they made their

Christmas sweet cups. Year 1- the winners- even learnt to sew! They sewed red felt stockings

with glittery letters on the front - something everyone would like to keep - and a skill for life! Year 2 were in second place with scrummy Frosty cupcakes! Year 3 produced delicious peppermint creams and yummy chocolates in designer paper, Year 4 designed a range of glitzy lollipop-stick decorations, Year 5 made salt dough stained-glass window decorations displayed beautifully on a rustic tree, and Year 6 made intricate decorations too. The pitches ranged from showing posters, signing their own jingles, filmed footage, and PowerPoints, to emotive and persuasive speeches!

The judges took a long time to deliberate - looking not only for a solid product design and the potential to make a profit but also looking at how the school values ACORN (Aspirational, Collaborative, Optimistic, Resilient and Nurturing) were reflected.

The Winter Wonderland was on 1st December and it was overwhelmingly busy! The children were extremely excited to see Father Christmas in his new grotto and sharing their wishes.



At the beginning of the year, Woodlea selects a whole school text to plan learning around. This year the text selected was 'The Lost Words', by Robert Macfarlane and illustrated by Jackie Morris. This is a poetry book with a focus on nature. The idea behind the book is to remind us (and specifically children), of the words that children in the past used to know and use about nature, but have been lost for many children. The knowledge of the names of different animals, birds, trees and flowers.

Each class focused on a different poem and a specific poetic style or skill. They spent time outside in the grounds looking at the nature around them. The children then wrote their own poems using the skills or style of the poem they had studied at the end of the week. In many of the classes, the children also linked their art learning to the book after being inspired by the beautiful illustrations in it.

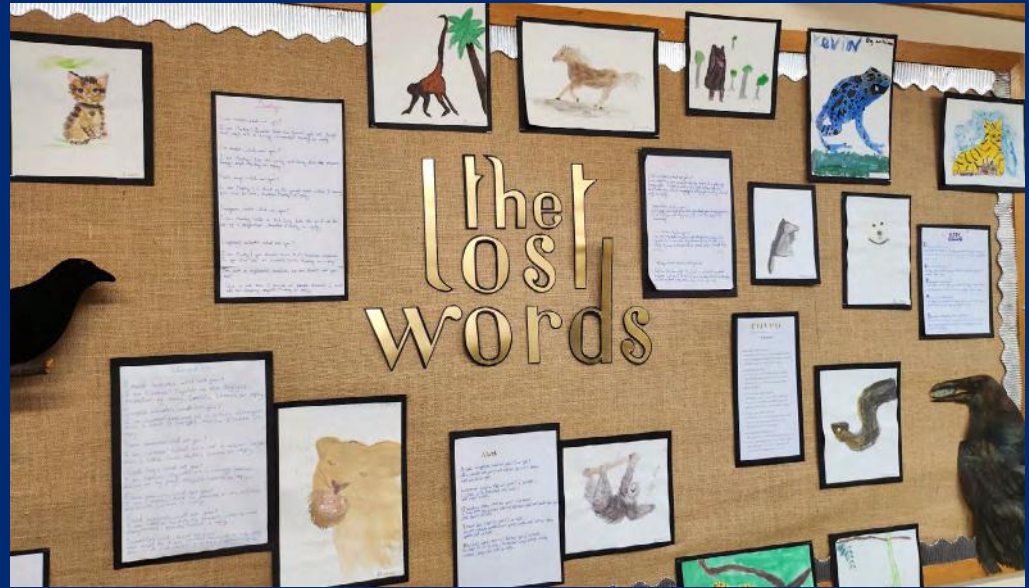
Reception looked at some of the poems, and at more books by the same illustrator.

t the Lost Words



Year 1 looked at the poem about Ferns which is an acrostic poem. They then explored outside and went outside to look at the ivy around the school. After learning the skill of acrostic poems, they wrote their own acrostic poem about ivy.

Year 2 looked at the poem called "Bluebell" and focused on developing their use of repetition, expanded noun phrases and powerful verbs when writing their



own poems about birds which they had seen when walking round the school grounds.

Year 3 look at a poem about a Kingfisher which used Kennings. Kennings are phrases of two words that replace a noun in poetry. They are used in poems to describe something without saying what it is. For example: "forest-swooper", or "twig-collector". The children wrote their own nature poems, using Kennings, but also applying their knowledge of noun phrases and similes.

Year 4 looked at the poem "Weasel" and focused on the similes and metaphors which were used in the poem. They wrote their own an acrostic poems about nature using similes and metaphors.

Year 5 looked at the poem the Raven and focused on its use of repetition, similes and metaphors.

Year 6 looked at the same poem, but focused on the structure and imitated this, applying their knowledge of poetic devices.

For generations, the traditional assembly has played a prominent role in school life. Some people may have childhood memories of lining up, sitting on cold floors, staring out of windows and being talked at endlessly by an adult and not knowing why they were there or what the adult was talking about.

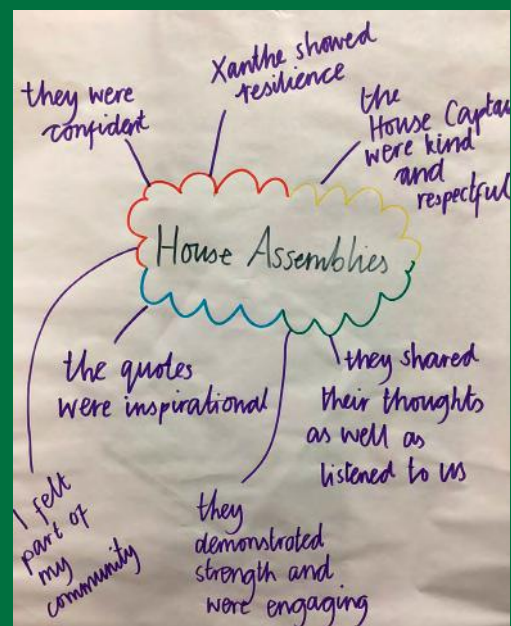
Thankfully, things have changed and at Tatsfield this year, they are going one step further to breathe new energy into their assemblies. They view this 15 minutes every morning as an important opportunity to set the tone for the day ahead and celebrate their time together as a school community.

In September, they introduced a new programme for school assemblies which is structured around the six values of Tatsfield - Community, Respect, Kindness, Resilience, Challenge, Enjoyment. These values are at the heart of



school life and pupils and staff are expected to use and live them out each day. To facilitate that, staff continually bring these values to life and teach the children what they mean in practice.

Each week Tatsfield focuses on one of their values and uses it as a theme for each assembly. Where possible, discussion of the school value is linked to events happening in the local area, the UK and around the world. Black History Month linked Community, Remembrance for Respect and Anti-Bullying Week focussed on Kindness.



n values in assemblies



To give pupils a calm focus to each assembly, the school has introduced 'Music of the Week'. Pieces of music ranging from Schubert to David Guetta to Saint-Saëns to Sheku Kanneh-Mason, are specifically chosen to link with the value of the week. A presentation with facts and information about the music and the value is displayed as the music is played whilst children arrive and leave assembly each day. Pieces are chosen to reinforce the broader meaning of the value being celebrated that week, and also provides a great opportunity

to develop children's knowledge of musical genres, cultures, composers and performers.

To increase the impact of pupil voice across the school, House Assemblies led by Year 6 House Captains have been introduced. This gives pupils an additional responsibility to plan and lead the assemblies for their house community. In turn, this supports pupils' public speaking skills and enables the House Captains to be seen as role models for other pupils.

The new assembly arrangements are becoming the focal point for the



school week. Tatsfield's aim is for all children to feel included, inspired, energised and hopefully come away with new thoughts or perspectives. During busy school days, these precious 15 minutes have become a place where everyone can take time to think, share and reflect on our school values at Tatsfield, helping everyone to understand the part they can play in the school community.



On Friday 17th November, every class at Bletchingley spent the day learning about and appreciating the significance of Diwali, the festival of lights. Various activities and discussions were held throughout the day to promote cultural understanding and enrich the students' learning experience. All

teachers integrated this topic into their lessons, allowing their students to explore and embrace different cultural celebrations in a variety of ways.

Among many highlights, the younger children enjoyed listening to the stories Dipal's Diwali and Peppa Pig's Diwali. They made their own diva lamps and practised their fine motor skills by folding a paper plate and cutting out a candle. They looked at rangoli patterns and talked about all the beautiful bright colours.



Other classes explored the story of Rama and Sita and how light was used to lead them home and out of the forest. They discovered that Hindus believe even the smallest bit of light banishes the darkness and this is why they light diyas (candles). They had a fabulous time creating diyas out of salt dough and craft materials. They also discovered how Hindus celebrate and spend time with their family.

Rangoli research and design featured heavily throughout the day with the children recognising links between Diwali and how other religions also celebrate light over dark in different ways. The children went home with bright smiles that lit up their faces.



g the significance of Diwali





One of the themes of our strategic plan focuses on TLT as a learning organisation. Within this area, two important aims are to “continually invest in professional learning

opportunities for all staff” and to “support and build outstanding leadership capacity”. So we were delighted when our first set of participants completed our new 8-session twilight (after school) programme designed for senior leaders in primary and secondary schools who wish to develop their leadership in role or for career progression as a senior leader.

The programme was designed to provide participants with a balance of practical and reflective tools in order to build and develop a senior leadership skillset, support managing workload and wellbeing as a senior leader and to provide opportunities for coaching and development for career progression.

Charlotte Christie, Associate

Leadership Development Programme

Assistant Headteacher at Warlingham writes about her experiences of the course:

“The Senior Leadership Development Programme was a fantastic opportunity to both build and develop our senior leadership skillset, but also offered guidance and support for the management of our workload and wellbeing as a senior leader.

The course offered a unique insight into the inner workings of a school, from financial decision-making to managing school resources and ensuring accountability. We were encouraged to consider our individual roles and responsibilities within this broader context and how we might develop our plans meaningfully and effectively. The course provided valuable guidance on successful implementation plans, beginning with the most vital of questions: why? Together with our colleagues on the course, we were able to thrash out our vision, values and aims within our respective roles and give real thought to how we would best communicate these in our school settings.

This opportunity to collaborate and network with senior leaders from other settings also provided a fantastic insight into the similarities, but also the idiosyncrasies of senior leadership across the primary and secondary phases which really enhanced our understanding and knowledge of school senior leadership in its broadest sense.

By the end of the course, not only had we enhanced our understanding

and knowledge, but the time and space provided to develop our own thinking and ideas allowed us to make great strides in the creation of our implementation plans. Along the way, anecdotal advice, tips and strategies were shared with us to enable us to consider carefully our own growth mindset and wellbeing so that our next steps were informed, manageable and effective.”





On Wednesday 20th September, Warlingham Sixth Form College held an assembly to recognise the success of the students who had completed the Community Sports Leadership Award for Level 2 and Level 3.

It was a lovely occasion as we could congratulate those students, who over the course of the last year had contributed much to the local primary schools, providing a range of sporting opportunities to help promote the wellbeing of young people and to provide fun, competitive and sporting opportunities.

This year we had a cohort of 14 students, eight of whom completed the Level 3 award and six of whom

completed Level 2. All students were successful in completing this award through Sports Leaders UK, now known as the Leadership Skills Foundation, a nationally recognised qualification and sporting body. This award enables young people to gain further experience in coaching young people in sporting activities. It is an award that helps students to develop employability skills such as communication, organisation, self-belief, self-management, problem-solving and teamwork skills. It was wonderful to see how they progressed in all those areas!

We would like to congratulate the following students on their successful completion of this award.

Level 2

Emma Busher, Katie Busher, Amelia Connery, Harry Furnell, Taylor Hoad and Alisa Joe

Level 3

Tayah Bobb, Tom Carter, Matt Feeney-Hill, Isabel Spackman, Chloe Stanton, Jess Thorpe, Zoe Thorpe and Liam Wells

As with any awards of this nature, it is always very difficult to pick out outstanding students from each



level of the course. The whole cohort were a lovely group who really did give both myself and the primary students a very pleasurable way to spend a Wednesday afternoon. However there were four students in particular, two from the Level 2 course and two from Level 3, who this year deserve a special mention.

In the Level 2 group, we would like to acknowledge the hard work, self-management and organisation of Alisa Joe. She was always willing to volunteer her time and she did an especially good job in the area of photography when supporting one of the larger inter-school events such as the Cross-Country or Multi-skills.

The main award at Level 2, went to Amelia Connery. She showed herself to be a natural leader who always came across as friendly, confident and enthusiastic. It was her level of positivity and caring nature throughout the course, both with the primary students and her peers that clinched it.

The Level 3 course, which is worth UCAS points, demanded further



hours of leadership and experience of coaching a cross section of groups of people.

We would like to acknowledge the success of Matt Feeney-Hill for the first award on the Level 3 course. His experience of coaching outside of school, shone through from the start. His warmth and humour and ability to engage, meant that the primary students responded immediately and learnt a lot from him. Again, he was a natural leader.

Our final award for the Level 3 course goes to Izzy Spackman. Her organisation and warm and friendly manner did much to engage the students. However it was the sheer

number of hours that Izzy was willing to volunteer to help students have a better sporting experience, including at Warlingham supporting swimming lessons or trampolining lessons for example as well as her interactions with the primary students. Her generosity with her time was impressive!

For me to end my teaching career recognising students with these awards was a memorable occasion. I will always treasure the moments of interaction with all students and teachers at Warlingham.

Mrs Vanessa Salem
P.E. Teacher (Retired)



Pupils and Staff at Hamsey Green, recognised World Mental Health Day and Anti-bullying Week 'by making a noise' about resilience, kindness and identifying their trusted adults to support them in times of need. The school hosted digital workshops which were run

by 3 Discovery who engaged classes in designing and presenting footage on showing kindness to others. Year 4 became roving reporters - reporting on an 'incident' and how a positive outcome was found.

Liam from Acropad delivered acrobatic workshops to all classes - encouraging the children to test their own limits and resilience. The success was evident on their faces, with some mastering skills ranging from forward rolls to headstands, cartwheels and handstands for the

first time! Some even worked on their round offs and aerials!

During the week, the children learnt about the importance of kindness, Surrey Wellbeing delivered workshops to Reception and Key Stage 1 on developing friendships through a puppet show and an interactive version of the Hare and the Tortoise story. Key Stage 2 pupils had workshops on developing their wellbeing wisdom, learning simple self-care techniques, helping them to build resilience and boost



Health Day and Anti-Bullying Week



their wellbeing. They took part in role-play scenarios, allowing them to practise how they can access support and what they can do if they have concerns about another student's mental health.

To complement this, all classes also had a live interactive assembly from Save The Children, helping them to recognise the small acts of kindness that we can do every day to help the



mental health of others. Here are some examples:

- Asking people to play
- Helping if someone is hurt
- Encouraging others
- Sitting next to somebody who is on their own
- Saying thank you (to children or grown-ups who help you)
- Helping to tidy up the classroom
- School of Kindness - picking up coats that have fallen off their pegs
- Holding the door open for someone

- Smiling at others
- Offering to help
- Saying good morning/hello/ smiling when seeing people
- Sharing toys or equipment
- Celebrating each other's successes
- Having fun together
- Listening to others when they are speaking

Finally the children learned about identifying their 'trusted adults' who can support them in times of need. Having someone to lean on and listen to them is so important.



Drumming Workshop

This term, as part of enriching the music opportunities for the children, Woodlea had a drumming workshop through Sussex Music Workshops. All the children from Reception to

Year 6 took part in workshops, with the teacher, Daniel, throughout the day and learnt how to play the Djembe Drums. Using call and response and other techniques, the children learnt rhythms and built up to playing a complete piece together.

Year 6 Greek Day

As part of their history learning this term, Year 6 spent a day as Ancient Greeks. They chose whether they wanted to be a Greek boy or girl



and spent the day learning what life would have been like in Ancient Greek times. Those that chose to be a boy spent the morning in Spartan military boot camp; learnt the Greek alphabet and wrote in Greek. They also did some philosophy and debating. Those that chose to be Greek girls got to take part in childcare activities, spending time with the Reception children and also developed their sewing skills. In the afternoon, the children spent time reflecting together on the differences and debated the pros and cons of both. At the end of the day, there was a mini Olympic games. The children enjoyed the day.

Week and Anglo Saxon Days



Anglo Saxon Day

Year 4 had a Saxon Day this term, where Portals of the Past came in to work with the children.

The children dressed up and had lots of fun learning more about the Anglo-Saxons. They played some Anglo-Saxon board games and also learnt all about the story of Beowulf.



Spotlight on... Rachel Jewitt, Headteacher



Rachel Jewitt joined Tatsfield Primary School in September 2023 as Headteacher.

Rachel studied at the University of Exeter where she read music,

followed by a Post Graduate Certificate in Education.

Throughout her career, Rachel has taught in schools across Westminster, leading on a range of curriculum areas and assessment. She also mentored students and early career teachers prior to becoming a deputy headteacher in 2007. Rachel became a headteacher in 2014 and then

executive headteacher of a two-school partnership in 2020. As Assistant Musical Director for Westminster Junior Singers, she led a choir of children from more than 20 schools, performing in a variety of central London venues.

Rachel aims for pupils to have access to a wide range of learning experiences, opportunities and partnerships through a rich school curriculum. Children being happy and successful at school is central to her leadership.

Rachel is part of Tandridge Learning Trust's Executive Board, together with our CEO, Director of Finance & Business Services and the headteachers of our other four schools. Within the Executive Board, she focuses on the curriculum, alongside Nina Gambier, Headteacher of Woodlea Primary School.

Outside work, Rachel enjoys cooking, music, travel and spending time with friends and family.



Tatsfield
Primary School

Tatsfield on World Mental Health Day



Tuesday 10th October was World Mental Health Day and during assemblies at Tatsfield, children discussed ways to support their mental health and wellbeing.

The Junior Leadership Team led

lunchtime activities around the theme of 'It's Good to Talk', and made chatterboxes with pupils at lunchtimes focussing on positive affirmations and phrases.

All children at Tatsfield know that

they can talk to any adult in the school if they have any worries or concerns. They can also use their teardrop or 'Let My Teacher Know' boxes in the classroom if they want an adult to know that they want to talk.

We are aware that there is currently a lot of online news and content that could upset children, such as the wars between Ukraine and Russia and Israel and Hamas. As a result, we felt it might be helpful for us to focus on dealing with upsetting content online in this edition of *Trust Talk*.

Parental Controls

If you're a parent / carer of younger children, you could consider using parental controls on any devices that children use to access online content, to reduce the risk of them encountering content that might be harmful.

Communication

It is impossible to control everything a child could see online, and this becomes harder the older they get, so it's important to make sure your child knows they can come to you, should they be upset about

something they have seen or heard online.

Parentzone - whose mission is to improve outcomes for children in an increasingly digital world - recognises that "it may not be possible to filter everything your child sees online - either by accident or by searching - but do try to understand where they go and what they do. This could be the groups they are in or the sites they regularly visit. Knowing and understanding this may help give you the warning signs." Their website gives lots of helpful information - [click here](#) - including how to access Ollee, a digital friend for ages 8-11 created by Parent Zone and funded by BBC Children in Need.

Report

Ofcom is the regulator for online safety in the UK, under the Online Safety Act, which came into force on

TAKE NOTE!

Parental Controls: Use them if appropriate

Communication: Talk to your child

Act: Report harmful content

Support: Help your child to cope with what they've seen or heard

26th October 2023.

Ofcom's website gives advice for consumers on online safety rules: [click here](#). Ofcom recommends that if you or your child sees any harmful content online, you should report it directly to the platform using the reporting tool for that platform. If you are unhappy with the outcome or if you have specific concerns about the platform's safety measures - for example, any problems with reporting, flagging or age verification functions - you can then complain to Ofcom: [click here](#).

We know that parents / carers cannot shield their children from everything confusing or distressing, but there is plenty of advice available to help minimise the risk and to help parents/ carers to support their children to cope with viewing, understanding and processing traumatic content.

g with Upsetting Content Online

Useful articles and information

- A Guide to Managing Children's Exposure to Distressing Content (Smoothwall) - [click here](#)
- Distressing Online Content (NSPCC) - [click here](#).
- How to minimise the risk of your child seeing upsetting or harmful online content and how to support them if they do (Twinkl) - [click here](#)
- How to support young people who encounter upsetting content online (Childnet) - [click here](#)
- Seeing inappropriate content - advice for Parents & Carers (Internet Matters) - [click here](#)
- Supporting children to deal with upsetting content (National Online Safety) - [click here](#)
- Supporting Your Child When They've Seen Something Upsetting Online (Hidden Strength) - [click here](#)

If there is a particular subject that you would welcome more information on, please do let us know by emailing us: Info@TandridgeLearningTrust.co.uk.





Farm, a Year 4 trip to Kew Gardens and Year 6 visited the Houses of Parliament in London. In addition, all pupils attended a school Harvest celebration at the church, led by Father Paul.

Bletchingley Village Primary School pupils have enjoyed going out on trips this term, including the Year 1 trip to Chertsey Museum, Year 2 visit to the British Wildlife Centre, the Year 3 trip to Butser

The feedback from the children was that they all had a wonderful time and as always, their behaviour and polite manners were commented on by staff from each place they went to.

Ages 4-14

Sports multi-skills

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School Holiday

Sports & Activity Camp



Camp 4 Champs provides an active environment where children can experience fun, make friends and develop new skills. Their excellent staff can help children understand the power of sport, without the pressure of competition. The activities are inclusive to all abilities so everyone can achieve and have fun.

The sports and activity camps are open to children from 4-14 years old and run from 9am-4pm, (with extended hours available, 8am-6pm). There are camps running

during the Christmas break at Warlingham School & Sixth Form College from Monday 18th to Friday 22nd December 2023. Children can take part in a variety of activities, which are different every day, including: swimming, nerf wars, arts and crafts, cookery, and various sports, so will have lots of fun!

Camp Prices

Single Day £39

Full Week £180

Early / Extended Camp £7

To book, [click here](#).



Funding

Camp 4 Champs has secured funding for this Christmas camp for those parents/carers eligible for benefits-based Free School Meals (FSMs) including the provision of lunch. If you are eligible to book a FREE place, you will receive an email from your child's/children's school with a unique code.

Tandridge Learning Trust



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Bletchingley Village
Primary School & Nursery



Hamsey Green
Primary School



Warlingham School
& Sixth Form College



Tatsfield
Primary School



WOODLEA
PRIMARY SCHOOL