



Dear Parents and Guardians,

Welcome to the first Froebel House newsletter of the 2019-20 Academic Year and the opportunity for me to collectively welcome the Froebel Community back into the fold!

I'm pleased to report the children have all made a great start to their new academic year, our new reception class have grown in confidence and have settled, and our returning students have quickly got back into the routine. The staff and I are pleased on multiple levels with the application and attitude throughout as our community of young learners continue to engage the clear expectations and standards expected of them. It feels good to be back.

Best Wishes,

Mr. Roberts (Headteacher)

**"EDUCATING THE
MIND WITHOUT
EDUCATING THE
HEART IS NO
EDUCATION AT
ALL."**

– Aristotle

Worthy of Praise

WHAT IS WORTHY OF PRAISE?

Worthy of Praise is an opportunity for the school to recognise students who have made a noteworthy contribution to the school, each week, during our Monday morning assembly. Each teacher, when discussing the class and their merit cards, selects a student whom they believe deserves to be recognised school-wide for their efforts.

A 'Worthy of Praise' candidate has met one or more of the following criteria:

- Demonstrating a genuine caring and responsible attitude towards others
- Demonstrating and practising an improved positive attitude to learning throughout the week
- Working independently to improve their academic performance through effort and perseverance, having struggled to do so in the past
- Modelling the behavioural expectations of the school throughout the school
- Demonstrating good manners, polite behaviour and genuine acts of kindness towards other members of the class and school community

I would like to congratulate the following students for being singled out for 'Worthy of Praise' during the summer term:

Reception: Walter Wood, Annette Igbinovia, Ellie Humphrey, Asher Sibanda and Ayobami Williams.

Year 1: Oakley Hewitson, Zuriel Thompson, Terence Cheng, William Docker, Jayden Ofosu, Shravan Jeyaseelan and Thomas Tabiner.

Year 2: Myron Bortier, Izabela Zawalich, Eva Adu-Agyei, Zack Chi, Erica Robins and Mia Matongore.

Year 3: Ivanna Mathew, Harry Ede, Mitchell Igbinovia, Rueben Herzberg, Olivia Pennack and Anashe Nenzou.

Year 4: Daisy Gadd, Eliza Saunders, Eva Roberts, William Hird and Muhammed M'Benga.

Year 5: Caitlin Martin-Porter, Alexandra Davy, Olivia Harding, Viviana Perrino and Grace Houghton.

Year 6: Abigail Gardham, Lena Zawalich, Zainab Ahmad, Isabelle Firth, Annabelle Pennack, Isabella Hatley, Tyler Lane, Yasemin Aydemir and Zyana Cherian.

Safeguarding at Froebel: Keeping our Children Safe On-Line

As I have written previously, we continue to hear about the safety of young children On-line and it's no secret the amount of time spent online continues to concern not only parents and schools but leading academics as well.

Like a lot of parents, I don't like what certain elements of technology have brought to the marketplace. In our everchanging world, its vital parents are aware of the safety issues that require both knowledge and awareness to enable them to be informed and vigilant regarding their child/children's welfare.

I have listed below some new sources of information and advice regarding online safety for your perusal as well as information previously received from the NSPCC. I will continue to share any safeguarding information through my newsletters on a quarterly basis.

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

<https://www.childnet.com/blog/free-internet-safety-resources-for-parents>

<https://www.nspcc.org.uk/globalassets/documents/advice-and-info/online-safety-keep-child-safe.pdf>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/online-games-helping-children-play-safe/>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

MINECRAFT

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/minecraft-a-parents-guide/>



FORTNITE: BATTLE ROYALE



This game is currently very popular amongst children. National Online Safety have made a very useful parental guide but here I have outlined some of the key information.

Purchases: When children are playing the game they have the option to buy extra things to alter the appearance of their characters. These are released daily and are only available for 24 hours. They can also purchase access to extra challenges.

Hackers: There have been reported cases of hackers getting into players accounts and fraudulently spending hundreds of pounds.

Talking to strangers: When playing in squad mode, users communicate with each other. This is often done through headphones. Listening through headphones gives children the benefit of being able to hear quiet sounds such as footsteps of the opposing team, however it also means that children can be exposed to inappropriate language without their parents' knowledge. Fortnite does have reporting features which can be used for instances of inappropriate behaviour and it is possible to disable strangers talking to you.

Weapons and Violence: This game comes with a PEGI rating of 12+ due to its violent nature and features various weapons. Within the parameters of this rating it is accepted to see some realistic violence to fantasy characters but violence to human characters must not be realistic.

Age: No proof of age is required in order to sign up. Persons simply need to register through facebook, google or by using an email address.

Playing on the go: This game is now available on mobile devices so children can play this anywhere, making it difficult for parents to monitor how often and for how long children are playing the game.

For more detailed information, as well as some top tips for parents, please see the link to the National Online Safety guide for parents.

What children have said they like about Fornite:

- There's no blood but still shooting.
- You get to build defences.
- You can play with your friends.
- Your character can dance which is hilarious and there's loads of different music while you play.
- You can disable strangers talking to you but still talk to your friends.
- They do different modes every month, which add little things or change the style of the play, and keeps it interesting.

Things they don't like:

- People being able to hack you.
- Some people use "mods" to cheat.

We would always recommend that parents research a game or app to ensure they are as fully in-formed as possible before making the decision to download or purchase it for their child.

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

At Haydonleigh, we encourage all the children to follow the SMART rules both in school and at home.

Be SMART on line - [SMART_poster.pdf](#)



ROBLOX

Roblox is a user-generated platform where you can create your own games or play games that other users have made. The NSPCC have reviewed Roblox because, as with other online gaming facilities, there are risks to children. Children have reported to the NSPCC that they have concerns about the following:

- Being able to talk to strangers
- In-app purchases
- People you don't know adding you

The minimum age to use Roblox is 8 years old. Roblox have tighter privacy controls for users under the age of 13 years. Although there is an option to chat with other players, parental controls enable parents to shut off chat capability. There is a facility to report unsuitable content, block other users and report an unwanted message or picture.

For more information visit

<https://www.net-aware.org.uk/networks/roblox>



YOU TUBE

There have been reports on the news about inappropriate children's videos on YouTube. These are videos that, at first, appear to be for children as they include cartoon characters such as Peppa Pig, or characters from Disney films such as Frozen. However, later the videos become violent or disturbing. One, for example, shows Peppa Pig being tortured at the dentist.

YouTube says that reported videos will be age restricted so that they cannot be viewed by anyone under the age of 18 years.

To protect your child, use the following YouTube safety feature:

Turn on 'restricted mode' (this hides videos that may have inappropriate content).

- click on the icon in the top-right corner that represents your YouTube account; in the drop down menu look for 'Restricted Mode'.
- tap settings, then 'Restricted Mode Filtering', and turn it on.

To report inappropriate content, tap or click the flag icon next to a video or comment and select the reason for flagging. Flagged content is constantly viewed to check for any violation of YouTube's Community Guidelines.

Safeguarding at Froebel Continued...

THE DIGITAL FIVE – A DAY

<https://www.internetmatters.org/wp-content/uploads/2017/05/childrens-commissioner>

Each year one of my key responsibilities as the Head of School is to reiterate and revise where appropriate, several key safeguarding areas that our community need to be aware of and in doing so, contribute significantly to the ongoing safety and wellbeing of our Froebel family. As part of our staff safeguarding requirements across the school, all staff members must complete online safety certificates for Female Genital Mutilation (FGM), Bullying, Keeping Children Safe and current Safeguarding Practice and Online Safety and Identifying Radicalization and Extremism. Please note all teachers complete annual certifications which are kept on file at the school.

For further information on all the schools safeguarding policies please visit the school website at:

<https://froebelhouse.co.uk/documents>

If you would like to raise any suggestions or queries regarding the policy, or any other safeguarding issues, please don't hesitate to contact Mr Roberts.

As detailed in our policy, we may in very rare circumstances need to make Child Protection referrals or seek advice from Children's Social Care without the prior consent of parents / carers.

CHILD SEXUAL EXPLOITATION – GROOMING

Over the last year Grooming has become much more prevalent in the news as many vulnerable children have been systematically groomed and consequently, sexually exploited on a frightening scale. What is Grooming? Grooming is when someone convinces a child/young person, family or carer that they are a safe and trustworthy person, so they can sexually exploit a child. This can happen to anyone. Young people can be groomed online or face-to-face, by a stranger or by someone they know. Online groomers sometimes hide their identity and pretend to be the

same age as the child. A Groomer can make a child/young person feel like they are the only person who will listen to them, pay them compliments, show interest in them and make them feel grown up. They may do this by offering the child/ young person a friendship, a relationship or by becoming a boyfriend or girlfriend. If you think that a child is at risk or you suspect someone is grooming a child, you can contact Humberside Police on 101 or www.ceop.police.uk/CEOP-Reporting

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming>

WHAT IS EXTREMISM AND RADICALISATION?

'Extremism' is where someone holds views that are intolerant of people who are of a different belief, ethnicity, culture, religion, gender or sexual identity. Britain is a democratic country where the principles of tolerance and mutual respect for people of all faiths and beliefs, including non-belief, are upheld by the law. Those who hold extremist views and advocate violence go against these fundamental principles.

Radicalisation is a process by which a person comes to support terrorism or forms of extremism leading to terrorism. Typically, the radicalisation process includes exposure of an individual to extremist viewpoints that may eventually influence the person to carry out an act of terrorism. This could take weeks, months or even years. It is possible to intervene during this process and stop someone becoming a terrorist or supporting terrorism.

For young people, a key part of growing up is exploring new ideas and critically questioning the world around them, and this should be encouraged in order to help them develop their understanding of the world and learn the values of tolerance and acceptance. However, this needs to be balanced against the need to protect young people from radicalisation and extremism.

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/protecting-children-from-radicalisation>

A Bonnie Wee Visit

Froebel House was really pleased to welcome Mr and Mrs Dowie (Henry and Fraser Osgerby's grandparents) earlier this term to enhance our geography and music curriculum. Y2 have been studying the British Isles and the children have focussed on a different country each week. The children really enjoyed hearing the bag pipes as well as hearing about Robert Burns which included a sample of his poetry recited in a traditionally Scottish dialect. Y3 also enjoyed the opportunity to enhance their music curriculum at the same time. A big thank you to Mr and Mrs Dowie for taking the time and effort to make this possible.



Creative Writing from Year 6

Horses
Monday 7th October

One day, I was in the meadow next to my owner's house. It was a sunny day and the grass tasted fresh and juicy. Oh, my name is Lavender and I'm a horse. My owner is called Felicity and she is the best! We go on bareback rides everyday around the rolling hills of the woods. It feels good to smell all of the familiar smells of my meadow.

Felicity entered the meadow and I cantered toward her. She patted my nose and I liked that, but she looked sad. So I pushed her gently and turned in a circle. Felicity smiled weakly as she got on my back. Moments later we were galloping freely in a field and my beloved owner was laughing, but when we got home, Felicity got in a big mooring thing and went away! She had forgotten me.

I couldn't believe that Felicity had left me, so I decided to look for her. I looked under stones and I stuck my head in bushes, but she wasn't there. And that was when it came to me: I needed to venture out of the meadow! So I leaped over the fence and set out on my journey. There was a faint smell of Felicity in the air. It smelled so sweet and I began to miss her.

I galloped down the side of a country lane and strained my eyes and ears and everything to find signs of Felicity. As I turned a corner, I saw the car. Now I remembered what the big moving thing was called and galloped faster than I ever had before until the car stopped abruptly.

A weird man climbed out and marched Felicity to a big building that said 'school' (I think). I didn't like the smell of this man. So, therefore, I kicked him into a bush and Felicity climbed onto my back. Then we rode off into the sunset (a.k.a. the midday sun).

Horses

by Abigail Gardham

Monday, 7th October
Horses

I touched Jasmine's soft, velvety forehead and buried my head in her warm, grey neck. I grabbed my coat and kept onto her back - I didn't care what mum said, we couldn't sell Jasmine on, ever. I pushed the thought to the back of my mind and cantered on to my favourite place - the

Chestnut Stream.

I jumped down, and tied Jasmine to a nearby tree and stuck my feet gingerly into the running stream. It was cold, but in a soothing way, like a ready-healing, a hurting would. I lay back on the wet, dewy grass and admire the beautiful, crisp, green leaves turning into fiery red colours, as autumn, had come.

I thought for a few moments, how everything had changed and how I had left to go and join the army. There were no lively jokes and chatter, everything was still and quiet, as if unreal. It made me sad to think how little I ever actually saw him. He'd promised to write to me, and he did, at first, but then the letters gradually stopped coming and now we hardly get anything at all. I suddenly realised how sad this must make me feel, and how our argument this morning wouldn't have helped. I cuddled Jasmine and I could tell she was feeling it as well.

I took Jasmine back to her paddock and filled her trough with some fresh new hay. As I walked into the kitchen, I found a note, stuck to the fridge with mum's recognizable handwriting.

scrawled across it. It read: 'I've just popped out to go to the library. I'll be back soon.' I smiled; me and mum shared the passion of horses and reading. It gave me a brilliant idea.

I was too busy reading Treasure Island to hear the whinnying of Jasmine in the paddock until I ran outside to mum's stressed call. Mum was sitting trying to soothe her young horse, Chestnut. The net soon came but, unfortunately, he just came too late. Chestnut let out her last breath, as if saying her last goodbye...

Horses

by Isabella Hatley

Monday, 7th October
Horses

I was in my stable one day when I overheard someone talking. "You'll have to give some of your horses away." "I know, I know but I'm determined not to give any more to this war. I've lost all my loved ones and my horses are the only light to what seems like a never ending tunnel." They moved a little closer. I could just make out one of the captains. I had seen him before, as we occasionally fought, good, but I didn't like him much; he always wore a frown.

The next thing I knew, I was in a moving box with two other horses. One was big, black and had been well rubbed down, the other horse was whimpering in a corner. It was a

long and bumpy ride and I longed to be back in my stable, at home. Two strong-looking men came and unloaded us off. I clambered off, almost too willingly and I knew at once where I was; the hospital! I walked past dozens of the wounded. I tried to be sad but my curiosity overcame me. As I walked past, I got a few smiles but mainly just the sad look of people waiting to be shipped back home.

My rider was a stocky, dignified old man. When he rode me I could tell he was a considerate and he always talked to himself about the "good old days". He was nice enough; I suppose, but he always made these harangues about his bakery back in Canada and how he once fought a bear. My job was to take out

hospital carts out and bring back the wounded - or sometimes dead Joey and I soon became popular with both the nurses and the neighborhood. All of the soldiers who were learning how to walk would visit us everyday and, sometimes, they would bring me mashed potato (my favourite).

Children would peer into my stable and stroke my nose and, sometimes, even take me for a ride. I worked hard every day but the war had settled down now and I rarely even came out of my stable. All in all, I had a good life.

Horses
by Millicent Docker

Winter Uniform

When the children return to school after half-term, they are required to wear their Froebel winter uniform. The winter uniform consists of the following:-

Boys and Girls

- i) Duffel coat
- ii) Tie
- iii) Scarf
- iv) Gloves

Boys

- i) Shirt
- ii) Grey shorts
- iii) Socks (grey)
- iv) Cap

Girls

- i) Blouse
- ii) Cardigan
- iii) Tunic
- iv) Tights (green)
- v) Velour hat



Please note the summer blazer is not worn underneath the duffle coat.

In addition to the above, all students are required to wear a Froebel House green hoody for PE. The hoody ensures the children have an extra layer of protection during the cold winter months under the tracksuit top, which includes a closed neck.

All the above uniform items can be purchased from the regular supplier. I have enclosed a school uniform list so that parents can check that their child/children have all the full uniform.

Half Term

The school breaks up for half-term at 3.15/3.30 on Wednesday 23rd October.

Please note there is no after school provision on this day and all children must be picked up no later than 3.30pm. Children will return to school on Wednesday 6th of November. There will be no swimming during the first week back.

After School Payments

As previously stated, to ensure that all after school payments are recorded accurately, all after school payments must be paid either by cheque or cash only and sent to school in a sealed envelope with your child's name clearly written on the front of the envelope. In doing this, the office can track and record payments much more accurately and thereby we can ensure parents are not being presented with bills after having already paid them!

Please do not pay any after school fees by direct bank transfer.

Uniform:

Please ensure your child/children is coming to school in the correct school uniform that is clearly labelled and presentable. I am still amazed at the number of uniform items that are unnamed. As a result, the staff spend unnecessary time tracking uniform items that have gone missing that children and parents can't find. This is an unnecessary waste of their time. Please ensure all uniform items are named or run the risk of any unclaimed items being donated to the uniform shop. It has been mentioned so many times I have lost count, we shouldn't have a single item of clothing in the school that we can't return to its rightful owner in less than a minute!

The Second Hand Uniform Shop

If you have any second-hand school uniform items surplus to requirements, then please let Ms Dalton know immediately, as we are very short of stock. Any uniform item is gratefully received. Ms Dalton's contact number is 07964 466191.

PE & Swimming Bags

Several children do not have the above bags on the days they should.

The swimming days for each year is on the reminder sheet. PE & swimming bags should only be brought into school on the day your child has PE or swimming lessons. Some of the children's bags have arrived on a variety of days – many without the correct clothing. It is essential that all children have the full uniform – especially for PE.

Winter Festival

As we start the planning for our Winter Festival, I really would appreciate you letting the school know as soon as possible if you and your family will not be attending.

As Miss Pocklington starts to weave her magic, it's crucial that time and energy are invested in students who will be attending the event. It's a real wrench when key performers leave at the last minute and in doing so, create a void which has to be hastily filled by students already involved in other parts of the performance.

Date:
19 December, 2019

Venue:
Hull Minster

Time:
14.00

Dismissal

I have asked children and parents not to come back into school at dismissal time and would like to reiterate; A water bottle, book bag, lunch box etc are not important when weighed against the safety of a child. Any disruption at the door distracts the teacher from their dismissal responsibilities, hinders children trying to leave the building and therefore puts the children's' safety at risk. Once children have left the building they are not allowed back in unless it's a toilet emergency!

Again, I ask you to check the reminders and then ensure that your child has:

- i. All the correct, named uniform.
- ii. PE & swimming bags arrive on the correct day, with all the necessary items inside.
- iii. Parents and children do not come back at 3.30, for any reason.
- iv. Do not park on the double yellow lines at 3.15 or 3.30 pm.

Finally, please can you ensure that all items of clothing – including PE shoes are named – we cannot find owners of unnamed clothing. It takes seconds to write a name into an item of clothing.

Congratulations goes to...



ASANTE

Congratulations to Asante (Yr. 4) for being invited to join the Players Elite Training Program.



RUEBEN

Congratulations to Rueben in Yr. 3 for picking up the most improved player award from his Rugby Club.



SHRAVAN

Congratulations to Shravan in Yr. 2 for his success in the annual Tamil School Sports meet, he did extremely well across the board.



DAISY

Congratulations to Daisy in Yr.4 for her first Gymnastics competition in which she won a bronze medal for her vault and floor routine.

Term dates 2019 - 2020

Autum Term 2019

Starts	Wednesday, 4 September 2019
Ends	Friday, 20 December 2019 @ 12.00 noon

Half Term

Starts	Thursday, 24 October 2019
Ends	Tuesday, 5 November 2019

Half term is inclusive of the dates above. Return to school on Wednesday, 6 November 2019.

Spring Term 2020

Starts	Tuesday, 7 January 2020
Ends	Friday, 3 April 2020 @ 12.00 noon

Half Term

Starts	Monday, 17 February 2020
Ends	Friday, 21 February 2020

Half term is inclusive of the dates above. Return to school on Monday, 24 February 2019.

Note: Bank holidays: Good Friday, 10 April 2020, and Easter Monday, 13 April 2020.

Summer Term 2020

Starts	Tuesday, 21 April 2020
Ends	Friday, 3 July 2020 @ 12.00 noon

Half Term

Starts	Monday, 25 May 2020
Ends	Friday, 29 May 2020

Half term is inclusive of the dates above. Return to school on Monday, 1 June 2020.

Note: Bank holiday: Monday, 4 May

