

# Whitchurch Weekly

13th June  
2025  
Issue 34



## Harrow's Wheely Great Treasure Trail

This week children from Year 6 took part in Harrow Council's Wheely Great Treasure Trail - a bike themed adventure day featuring a range of exciting activities including Bike Smoothie, Cycle Skills, Bike Maintenance, Bling Your Bike and the Extreme Mountain Bike event! The children demonstrated great teamwork and worked hard to win points. Whitchurch were the overall winners and have won a fantastic prize, which will be shared with everyone shortly!

*Miss Wong*



# Friends of Whitchurch



## Summer Fair Preparations

The Summer Fair is fast approaching and Friends of Whitchurch need YOUR help to make sure that their biggest fundraising event of the year is a success!

**Sunday  
29th June  
12pm-4pm**

### VOLUNTEERS NEEDED

We would appreciate if you can spare a few hours on the day to help us (e.g. preparation, stall management). These are 2 hour slots between 12pm and 4pm.

Sign up to  
volunteer  
here

### TOMBOLA DONATIONS

Can you donate any unwanted, unopened good quality gifts or items you have at home for our tombola? Please hand these in at the main reception.



### SPONSOR US

Calling all local community businesses! Sponsor a stall or donate a star prize or voucher for our raffle. In return we will advertise your business on the day!

### SPECIALIST SKILLS

Calling all talented professionals! Bring your skills to the fair and share your business cards. Hair, make-up and mehndi artists, face painters, sportspeople and more!

A massive thank you from Team FoW. Please reach out via  
[FoW@whitchurchps.co.uk](mailto:FoW@whitchurchps.co.uk)

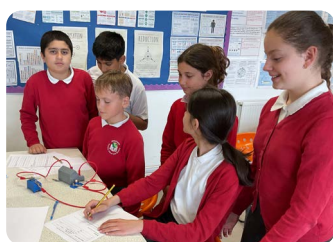
# Enrichment Highlights



## Year 6 Science at Avanti House School

Year 6 are visiting Avanti House School for a range of hands-on Science sessions! Our first experiment was about electrical circuits. The main purpose of our investigation was to produce and measure the intensity of the current in an electrical circuit where there are different components such as: battery, wires, buzzer, switch, ammeter, motor, fan and bulb. We look forward to next time!

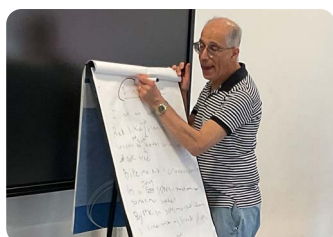
*Mrs Selby*



## Aim High Writing Event

This week, selected Year 1 and Year 2 pupils took part in an engaging writing workshop led by poet Neal Zetter. During the session the children explored various literary techniques to write poems about their favourite foods; they also sharpened their alliteration skills and creatively described a pencil!

*Mrs Akhund*



# General Notices and Highlights



## Welfare Assistant Vacancy

We have a vacancy for a Welfare Assistant to join our team. For more information and an application pack please see the Vacancies page of our website.

Apply  
here

## Class Photograph Orders

A reminder that class photographs are ready to order from Tempest - please refer to the School Spider message for order links. You can take advantage of the free 'deliver to school' option until Wednesday 18th June; after this date, home delivery will cost £5. If you need any help placing an order, please contact Tempest on 01736 751555 (option 3) or visit the website [www.tempest-orders.co.uk](http://www.tempest-orders.co.uk)

## FoW Celebrate your Male Hero Event

Thank you to those of you who came to the Father's Day sale on Wednesday after school. With your support FoW have raised **£92** for the school!



### Lollies on sale for £1

For Year 6 enterprise, ice lollies will be on sale for £1 each in the playground for the next 3 weeks (from Monday lunchtime).

**Mondays** 12.45pm-1pm (Year 3); 1pm-1.15pm (Year 5)

**Tuesdays** 12.45pm-1pm (Year 1); 1pm-1.15pm (Year 6)

**Thursdays** 12.45pm-1pm (Year 4); 1pm-1.15pm (Year 5)

**Fridays** 12.45pm-1pm (Year 2); 1pm-1.15pm (Year 6)



## Class Assemblies

Tuesdays  
9.05am-  
9.45am

Tues 24th June RTP  
Tues 1st July RWD

Well done  
to our Year 4  
Spelling Bee  
winners!





# Dates for your Diary

Summer 2



Monday 16th June	3NL and 3SM visit to Verulamium Museum
Wednesday 18th June	Summer Music Concert (5pm)
Friday 20th June	2SA and 2DN London Eye River Cruise and Picnic
Monday 23rd June	Reception Sports Day (9.30am-11am)
Tuesday 24th June	Year 1-3 Sports Day (9.30am-11.30am)
Wednesday 25th June	3SH and 3LA visit to Verulamium Museum AM/PM Nursery visit to Woodside Animal Farm Year 4-6 Sports Day (9.30am-12pm)
Friday 27th June	2KK and 2ST London Eye River Cruise and Picnic
Sunday 29th June	FoW Summer Fair (12pm-4pm)
Monday 30th June	AM Nursery Sports Day (9.30am-11am) PM Nursery Sports Day (1.30pm-3pm)
Wednesday 2nd July	Transition Day (Children meet their new teacher)
Tuesday 8th July	Year 6 visit to Hollywood Bowl (9am-1.30pm) Parents' Evening (from 3.30pm)
Wednesday 9th July	Parents' Evening (from 3.30pm)
Monday 14th July	Reception visit to Hertfordshire Zoo 1RA and 1PD visit to London Aquarium (SeaLife) 6HH and 6ET Production (5.30pm-7pm)
Tuesday 15th July	Year 4 day visit to Woodrow High House 6HA and 6CM Production (5.30pm-7pm)
Friday 18th July	1SM and 1IN visit to London Aquarium (SeaLife)
Monday 21st July	Year 6 Leavers' Assembly (2pm-3pm) Year 6 Leavers' Party (6pm-8pm)

Please  
note class  
change for  
Year 2 River  
Cruise

# Spotlight on Computing

Year 1  
are learning  
about coding  
in Computing



## Scratch Junior

In Computing, Year 1 have been using iPads to explore Scratch Junior - an app used to create interactive stories and games as an introduction to early coding, whilst developing problem solving and sequencing skills. We snapped together graphical programming blocks to make our characters jump, move, dance and sing. We also modified our character in the paint editor, adding our own voices and sounds, then use the programming blocks to bring characters to life.

Whilst using Scratch Junior we have also learnt how to put a sequence of movement, sound and video together to make a finished product. We enjoyed sharing our work and giving feedback to others on ways to make these projects even better!

*Mrs Ahmed, Year 1 leader*



## Year 1 views

**"I loved recording and listening to my voice, especially miaowing and purring!" Nyle**

**"I found it tricky at first, then my partner helped me." Ayesha**

**"I liked to watch the video at the end, it was really funny!" Rebeca**

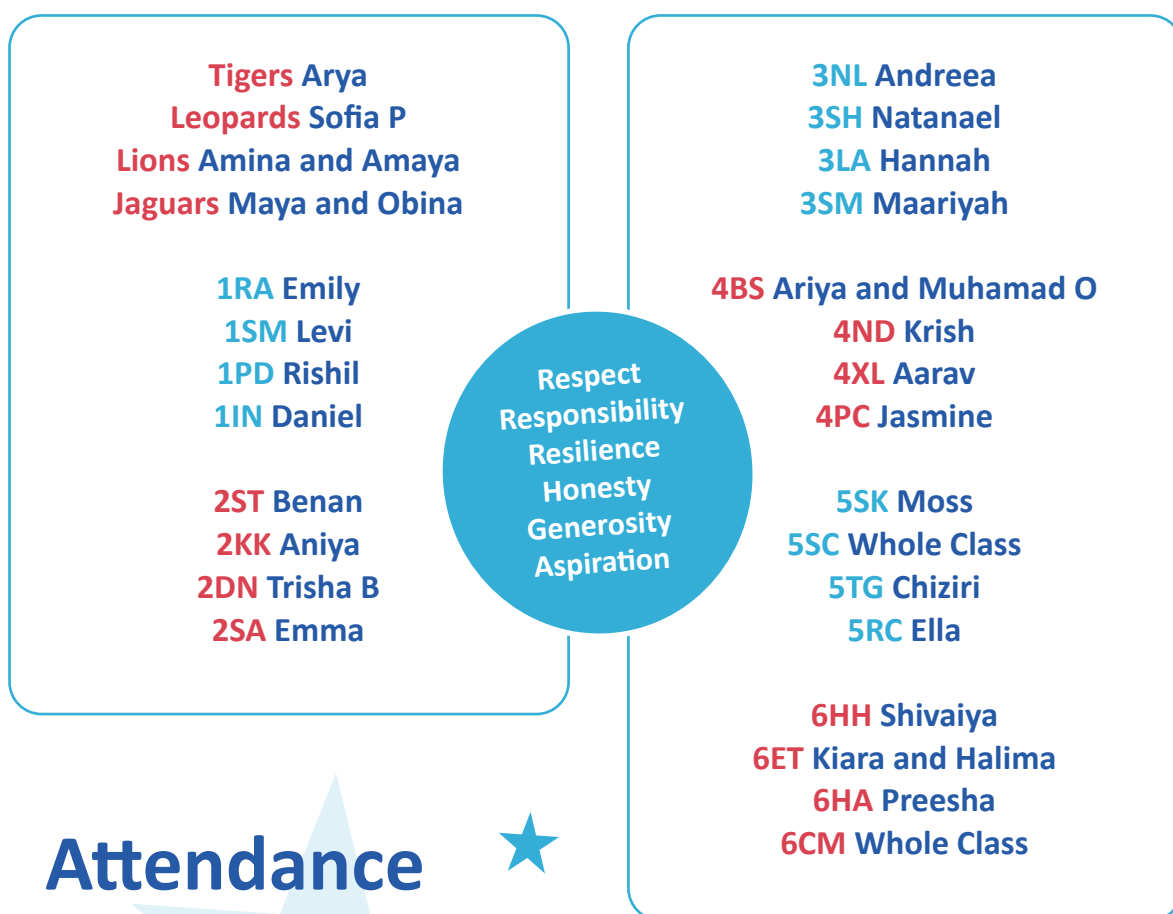
**"Scratch the Cat is really cool! He can move and jump and make noises." Skye**



# Whitchurch Star Pupils



Well done to our stars of the week, who have been selected for excellent work and demonstrating our school values



## Attendance Stars

This week's attendance stars are 3LA and 4PC (99.3%)

Whole School 95.9%

### Top Tip!

Arrange routine medical/dental appointments for outside of school hours.

# Support for Families

Online Safety



## Generative AI Safety

Text Generative AI can be a brilliant tool for creativity and learning - but it's not without its hazards. With 3 in 4 pupils now using generative AI (up from just 2 in 5 last year!), it's more important than ever for parents and educators to understand the risks.

Please refer to the poster attached to this newsletter for a guide to the key safety concerns around generative AI tools and expert advice for keeping young users safe. From encouraging critical thinking to safeguarding their privacy, find out how to help children use AI safely and smartly.



View leaflets here

## Hope Harrow Online Workshops

**Anger Management - Thursday 19th June, 7pm-9pm**

**Supporting Children's Social Relationships - Thursday 26th June, 7pm-9pm**

**Navigating Blended Families - Wednesday 9th July, 7pm-9pm**





# Support for Families



Schools  
Counselling  
Partnership



## Less Drama, More Connection

Here is a list of ways to help you connect more with your child and decrease drama and meltdowns at home. It may be a good idea to hang these up somewhere handy as a reminder!

1. Put 'special time' aside with your child every day - even if just for 10mins!
2. Be present and put your phone aside when you are with your child
3. Pause and take a deep breath whenever you feel the urge to yell
4. Move and play together - let your child take the lead on a game and get them laughing every day!
5. Choose empathy first: set limits to behaviours and allow them to have their emotion
6. Choose empathy to help your child feel understood
7. Find the YES behind the NO: tell them what they CAN do instead
8. Look after yourself and make sure your cup is full
9. Give yourself a break: good enough really is enough and most ruptures can be repaired
10. Ask for support when things feel hard: from a partner, from other parents, or from a professional if necessary



### Reach Out - Schools Counselling Partnership

Sometimes we could all do with someone to talk to. If you would like to meet Tom for a confidential and non-judgemental chat about you, your child, or any other worries, he is available on **Wednesdays at 9-10am**.

You can call/text Tom on **07799 028 461** or email him at **tom@schoolsounsellingpartnership.co.uk**

# Reading Corner

reading for parents  
and carers

Staff share  
their favourite  
books for parents  
and carers to  
enjoy



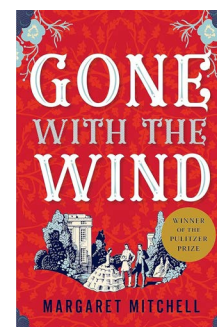
## **'The Housemaid' by Freida McFadden** *Miss Hogberg*

The Housemaid is a psychological thriller about a young woman named Millie who is hired to work as a live-in maid for a wealthy family. At first, the job seems like a dream: she gets room and board and a fresh start... but soon, strange things begin to happen. The lady of the house, Nina, behaves erratically, and Millie starts to question what's really going on behind closed doors. As secrets unravel, Millie discovers that things are far more dangerous than they first appeared. This is one of my favourite books because it's full of suspense and unexpected twists. The story kept me guessing the whole way through, and I couldn't put it down. My favourite part is when Millie starts to realise that not everything is as it seems - it made the story even more gripping. I also liked Millie as a character because she's brave, clever and determined to survive, even when things get really scary.



## **'Gone with the Wind' by Margaret Mitchell** *Mrs Marin*

I love this book, simply I love it! 'Gone with the Wind' is a historical novel by Margaret Mitchell set in the American South during and after the Civil War. The story follows Scarlett O'Hara, a spirited sixteen year old girl from the plantation Tara, as she navigates love, loss, and survival amid the turmoil of the war. As much as she tries to fit in with other women in her society, she struggles as a mean-spirited to relate to them. The book explores themes such as the impact of war, survival and adaptation, social class and status, race and slavery. It is considered a must-read for its historical significance, exploration of societal changes,



# Reading Corner

reading for parents  
and carers

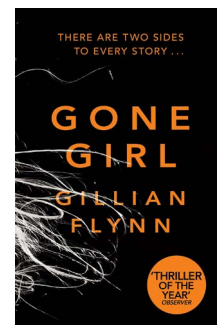
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their favourite  
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enjoy



beautiful prose, reflection on morality and ethics, and literary legacy. The story of Scarlett O'Hara and the movie 'Gone with the Wind' resonate with audiences today because they remind us that even in the face of the most daunting challenges, we can find the strength within ourselves to persevere.

## **'Gone Girl' by Gillian Flynn** *Miss Thomas*

'Gone Girl' is a gripping psychological thriller that follows the disappearance of Amy Dunne on her fifth wedding anniversary. As the investigation unfolds, suspicion falls on her husband Nick, whose version of the truth begins to unravel. The novel alternates between Nick's perspective and Amy's diary entries, revealing a dark, twist-filled story about love, lies, and the masks people wear.



This is one of my favourite books because of its clever plot, sharp writing, and the way it constantly keeps you guessing. Gillian Flynn doesn't just tell a story - she plays with your perception, making you question every character's motives. My favourite character is Amy; she's complex, brilliant, and terrifying in a way that makes her unforgettable. 'Gone Girl' is the kind of book that stays with you long after you've turned the last page.

## **'When Hitler Stole Pink Rabbit' by Judith Kerr** *Mrs Selby*

My favourite book in primary school was 'When Hitler Stole Pink Rabbit.' Judith Kerr is famous for 'The Tiger who came to Tea' (another one of my favourites) and lots of books about Mog the Cat... but this story is much more serious. It is based on Judith's own life.

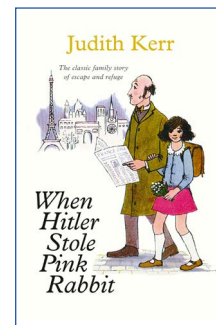
# Reading Corner

reading for parents  
and carers

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'When Hitler Stole Pink rabbit' tells the true story of a young girl named Anna, who has to flee her home in Germany with her family because the Nazis are coming to power. The story begins in Berlin in the 1930s. Anna is just nine years old when her father, a famous writer who is against Hitler, has to escape quickly to Switzerland to stay safe.



Soon after, Anna, her brother Max, and their mother secretly leave Germany too. They go on a journey through different countries - first to Switzerland, then to France, and finally to England. Along the way, they live in tiny flats, learn new languages, and try to find jobs and schools. Life is very different in each place, and sometimes it's very hard. Anna even has to leave behind her favourite stuffed toy - a pink rabbit - when they leave Germany, which is how the book got its title.

This book helps us understand what life is like for a refugee through Anna's eyes. We learn about many challenges refugees face. Anna's family didn't have much money, and they had to keep moving. They had to live in places where they didn't speak the language and didn't know anyone. Sometimes, people weren't kind to them. Anna had to be brave, even when she was scared or confused.

But the book also shows the good things - how Anna's family stuck together, how they found new friends, and how they kept going even when things were tough. Even though Anna's life changes a lot, she stays strong, curious, and hopeful. It teaches us to have sympathy for people who have to leave their homes, and to understand how hard that can be.

I read this book many times as a child and every time I cried at some of the saddest parts - but I loved the language used and I appreciated the resilience and hopefulness of Anna and her family.



# Penalty Notices for Unauthorised Absences

2024  
updates:  
what you  
need to  
know

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for unauthorised absences that occur after 19th August 2024.

Fines  
will be  
issued  
for:

## 5 consecutive days of Term Time Leave

Penalty Notice fines will be issued for term time leave of 5 or more consecutive days *(or for fewer days where this has happened before)*.

## 10 sessions of Unauthorised Absence in a 10 week period

Penalty Notice fines will be considered where there have been 10 sessions of absence in a 10 week period.

Fines  
will be  
issued  
to:

## Each parent/carer - for each child

Penalty Notice fines will be issued to each parent/carer, for each child who was absent.

*For example: 3 siblings absent for term time leave will result in each parent/carer receiving 3 separate fines.*



### First Offence

The first time a Penalty Notice is issued for Term Time Leave or irregular attendance the amount will be:

***£160 per parent/carer,  
per child when paid  
within 28 days.***

***(reduced to £80 per  
parent/carer, per child  
if paid within 21 days)***

### Second Offence (within 3 years)

The second time a Penalty Notice is issued for Term Time Leave or irregular attendance the amount will be:

***£160 per parent/carer,  
per child when paid  
within 28 days.***

***(no option to pay  
at £80 level)***

### Third Offence (and any further offences within 3 years)

The third time an offence is committed for Term Time Leave or irregular attendance a Penalty Notice will not be issued. the case will proceed to the Magistrates' court.

***Magistrate's fines can  
be up to £2,500 per  
parent/carer, per child.***

Please refer to our Attendance and Punctuality Policy and speak with the school if you are thinking of taking your child out of school during term time. You will need to make a written request to take your child out of school and any leave of absence will need to be agreed by the Headteacher before it is given.



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

# What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

## WHAT ARE THE RISKS?

### MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

### EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

### PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

### REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

### DIGITAL DEPENDENCY

Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

### UNCLEAR ETHICAL BOUNDARIES

Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

## Advice for Parents & Educators

### ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.

### ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.

### PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.

### ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.

## Meet Our Expert

Brendan O'Keeffe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.



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