

Whitchurch Weekly

10th Oct
2025
Issue 6



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Year 1 Autumn Walk

This week Year 1 went on a very special autumn walk to explore the changing season using their senses. With coats zipped up and curiosity switched on, we set off to discover the sights, sounds, smells and textures of Autumn!

We spotted colourful leaves in shades of red, orange and yellow, listening carefully to the crunching leaves underfoot and smelling the earthy scent of fallen leaves and damp soil. We felt rough bark, smooth conkers, soft moss and cold breezes on our cheeks. The visit was a fantastic way to bring our science learning to life and we used lots of exciting vocabulary to describe our discoveries. Well done, Year 1 - what amazing explorers you are!

Mrs Ahmed



Enrichment Highlights

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Poet Visitor - Joshua Seigal

To celebrate National Poetry Day, we were thrilled to welcome published poet Joshua Seigal to our school! This year's theme was 'Play', and Joshua certainly brought that spirit to life. His performances showed us that poetry is about much more than just reading and writing - it's also about listening, watching, participating and enjoying!

Joshua shared a wonderful mix of poems, including humorous and nonsense verses, bringing words to life. We loved joining in, laughing along and creating our own playful poems - reminding us how joyful and exciting poetry can be!

Miss Goldsmith



Year 5 / 6 Hockey Tournament

The Year 5/6 hockey team took part in a tournament at Harrow School this week. We battled through each game and scored some amazing goals. There was lots of fun had and great sportsmanship shown!

Miss Wong



Enrichment Highlights

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Year 3 Forest School

Year 3 took part in a superb den building session in the Whitchurch Woodland, working as a team to put up shelters using natural materials and tarpaulin. We learned how to work safely, use simple knots and communicate clearly with each another. During the activity we showed brilliant team work, resilience and problem-solving as we worked together to build safe, sturdy dens. To conclude, we walked around to admire each shelter and reflect on what went well.

Mr Coutinho, Forest School Leader

The Whitchurch Woodland



Spotlight on Year 4

Year 4 are
learning about
tone, texture
and proportion
in Art



Art

In Art, Year 4 have been developing pencil drawing skills by exploring tone, texture, and proportion. We have practised making everyday objects appear 3D by creating different tones and texture, while also learning how to keep our drawings in proportion to make them look realistic. These skills have helped us create detailed observational drawings and created various types of shading through just a pencil! We are now using these drawings and our understanding of proportion to create an effective composition through a collage made from sweet wrappers and packaging. Our goal is to produce a bold and balanced piece of art incorporating different proportions and textures.

Miss Samji, Year 4 class teacher

What Year 4 children have to say...

‘Art allows you to express your feelings without saying anything. I like it as it will always turn out be right.’ Eloise

‘I think I fell in love in art the first time I did it, but this project was extraordinary and fun.’ Shanaya

‘I used everything to work out the masterpiece and it is a Pizza Inn Ad.’ Prince

‘Art is sometimes hard and challenging but never be impossible. In this lesson, I feel proud of myself and confident.’ Navya

‘Art is fun for learning, imagining all things for drawing and cutting.’ Grace



General Notices and Highlights



Early Years Phonics Workshop

Thank you to the parents/carers of Reception children for attending our phonics workshop this week. You can view the presentation on the Phonics page of our website.

View phonics
presentation
here

Flu Immunisation - Thursday 16th October

Flu immunisation will take place in school on Thursday. Please see the link for more information about the flu vaccine.

Class Assemblies

A reminder that a list of class assemblies can be found on **page 6**. We look forward to seeing you at your child's class assembly.

2DN class
assembly
next Tuesday

Rule Breaking Thursday - 16th October

Friends of Whitchurch are organising a rule breaking event on Thursday. Children will need to pay £1 for each rule they break (see poster below).

Parents' Evenings - Tuesday 14th and Thursday 16th October

A reminder that parents' evenings will be taking place on Tuesday and Thursday next week. Please remember to book your appointment slot with your child's class teacher **by Sunday at 10pm** via the School Spider message.



Reading Volunteers

We are looking for volunteers to support with one to one reading and 'Toe by Toe' (a structured one to one reading intervention programme).

If you are interested in becoming a volunteer, please submit the application of interest form via the School Spider message **by Wednesday lunchtime**.

Friends of Whitchurch

RULE BREAKING THURSDAY!

THUR 16TH OCTOBER

That's right, you get a special chance to break the rules from the list below! Each rule you break costs £1. Go ahead - be daring, creative, and mischievous... but remember, each offence will be counted! How many rules will you break?

FANCY DRESS, SPORTS KIT, PJ'S	TEMPORARY TATTOOS	BRING IN A SOFT TOY / GADGET (no electronics)
CRAZY SOCKS / TIGHTS	CRAZY HAIR, ACCESSORIES	NAIL ART
FACE PAINT / MAKEUP	TRAINERS / CROCS / SANDALS	HATS, SUNGLASSES

Dates for your Diary

Autumn
1st



Tuesday 14th October

Wednesday 15th October

Thursday 16th October

Friday 17th October

Monday 20th October

Wednesday 22nd October

Parents' Evening (3.30pm-6.10pm)

Year 2 Great Fire of London Workshop

3SA and 3NN visit St James's Park

4AK and 4HH visit to the Foundling Museum

Flu Immunisation

Parents' Evening (3.30pm-6.10pm)

Year 5 Sikh Visitor

Year 6 Holocaust
Visitor

4RS and 4XL visit
to the Foundling
Museum



Class Assemblies 2025-26

Please
note change
of date for
5NL's class
assembly

Tues 14th Oct	2DN
Tues 25th Nov	3SA
Tues 2nd Dec	2NT
Tues 20th Jan	1TG
Tues 3rd Feb	3MD
Tues 3rd Mar	2KK
Tues 17th Mar	1RA
Tues 28th Apr	3NN
Tues 5th May	2JJ
Tues 19th May	1KB
Tues 16th June	1RS

Tuesdays
9.05am to
9.45am

Thurs 13th Nov	6BS
Thurs 27th Nov	4XL
Thurs 11th Dec	5RP
Thurs 15th Jan	6CM
Thurs 22nd Jan	5NL
Thurs 29th Jan	5RC
Thurs 12th Feb	6ET
Thurs 19th Mar	4AK
Thurs 26th Mar	6ND
Thurs 23rd Apr	5PS
Thurs 7th May	4RS

Thursdays
9.05am to
9.45am

Music

Events and Ensembles



Music Events this Term

Tuesday 18th November

HMS Band Festival

Wednesday 26th November

Winter Concert Dress Rehearsals

Wednesday 3rd December

Winter Concert (5-7pm)

Thursday 11th December

HMS Piano Festival

Monday 15th December

Carol Concerts (Reception at 9.15am)

Tuesday 16th December

Carol Concerts (Years 5-6 at 9.15am & 10.30am; Years 1-2 at 2.30pm)

Thursday 18th December

Carol Concerts (Years 3-4 at 9.15am & 10.30am; Years 1-2 at 2.30pm)



Music Ensembles Schedule

Tuesday Percussion Ensemble: 12.20pm-12.50pm;

Wind Band: 3.30pm-4.15pm

Wednesday Guitar Ensemble: 8.50am-9.35am;

Orchestra 1.10pm-1.55pm; Rock Band: 3.30pm-4.30pm

Friday Mini Choir (Years 1-2): 10.30am-11am;

Junior Choir (Years 3-4): 12pm-12.30pm;

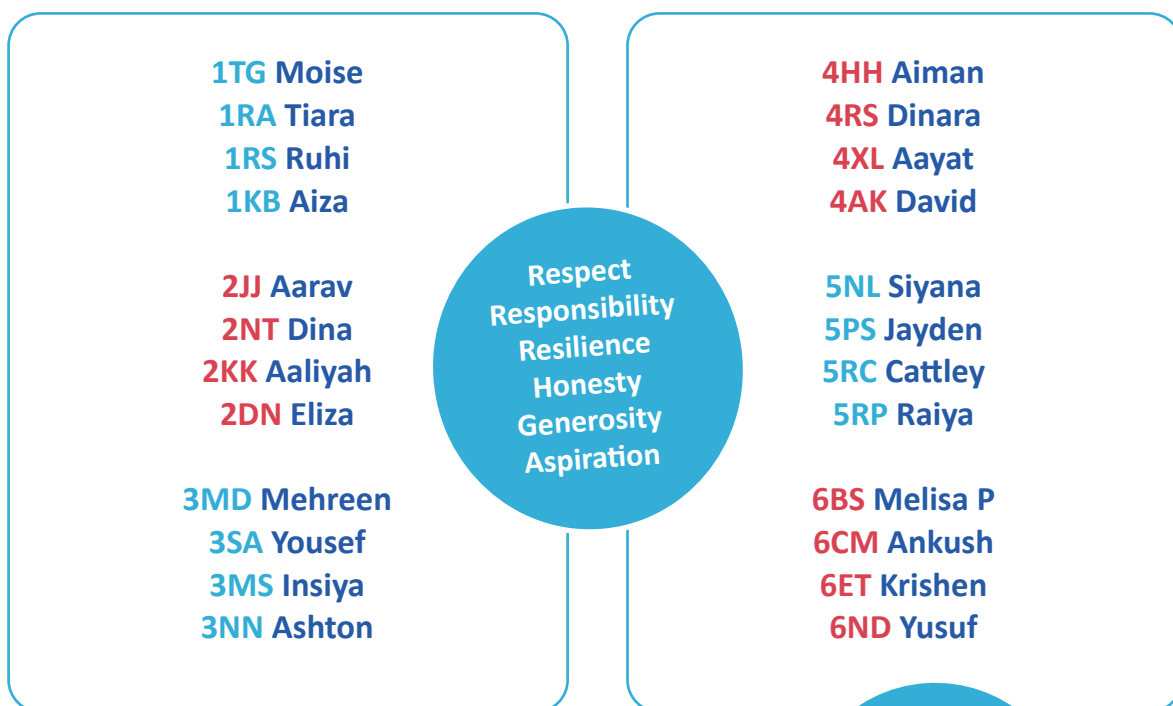
Senior Choir (Years 5-6): 3.30pm-4.30pm



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 4AK and 4HH (100%)

Whole School 95.2%

This half term our focus value is: Responsibility

Top Tip!

Aim to arrange routine appointments for outside of school hours.

Support for Families

Wellbeing



Dealing with Traumatic and Challenging Events

When children and young people experience traumatic or difficult life events, their emotional world can be shaken, and the impact may show up in their behaviour, mood, or relationships. Whether it's bereavement, a family breakdown or witnessing something distressing, the support of trusted adults can be key in helping them feel safe again.



It is possible to create a nurturing environment to help young people process difficult feelings. Sensitive language, patience, and presence all play a part in empowering children to move forward at their own pace. With the right support, they can rebuild a sense of security and resilience.

Please refer to the guide attached to this newsletter, which shares clear, actionable strategies to promote recovery - from building emotional literacy and creating a predictable routine to recognising signs that further help may be needed.



Hope Harrow - Sibling Rivalry Online Workshop Monday 20th October, 7pm-9pm

This workshop provides parents and carers with the tools and strategies needed to manage sibling rivalry and promote positive sibling relationships at home.

To enrol for this course - and to view other courses - please see the *Parenting and Family Learning* section of the Learn Harrow website (via the link).

Enrol
here

Support for Families



Schools
Counselling
Partnership



What to do when you feel your temper rising...

We all have triggers - our children certainly do and so do we! So, what can you do when you feel your temper rising?

We often feel an urgent need to DO something, but that is our emergency response system operating. Quite often, however, you do not need to DO anything... other than notice what you are feeling, breathe your way through it and restore yourself to calm before you act.

First of all, know your triggers. Notice them, as well as what happens in you when your buttons have been pushed. If you can catch it early, you are more likely to feel you have a choice in your response. If no physical intervention is absolutely required (in safety situations), just hold still and breathe.

Resist taking action for now and work hard to see things from your child's point of view: what do they need your help with? Finally, always choose love, not fear, set a limit but do it with empathy, move into a playful mode and always be ready to offer a hug.



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@schools counsellingpartnership.co.uk**

Staff Snapshot

Name: Megan Daniel
Role: Year 3 Leader



All about me

I grew up in Bushey, where I lived until very recently, with my mum, dad and two older sisters, Katie and Lucy, who I am really close to. They are my biggest supporters even though they now live far away.

I started working with children in my late teens - my first part-time job was teaching children to swim. My oldest sister is also a teacher and has been a huge inspiration to me. I used to volunteer in her class during summer breaks at university, which gave me a great insight into the job!



Hobbies and interests

Outside of school, I love travelling and have been lucky enough to visit some amazing places. One of my favourite trips was to Bali, where I hiked up a volcano at 2am to watch the sunrise - an unforgettable experience! I've also worked on cruise ships during the holidays and even spent last Christmas in the Caribbean. Growing up, I spent a lot of time swimming and dancing, both of which I still enjoy. My love of dancing has definitely sparked a passion for the theatre - recent favourites include *Hamilton*, *Oliver!* and *Harry Potter and the Cursed Child*. I also enjoy cooking, long walks and spending time with family and friends.

Best part of my role

Although I'm new to Whitchurch, I've worked in a few different schools and have had the chance to take on a range of roles. What I love most about teaching is that no two days are ever the same! It's such a privilege to be part of the children's learning journey; seeing them grow in confidence and knowledge is just the best feeling. I also really enjoy working with other members of staff - sharing ideas and learning from one another.



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.

2026/27 School Admissions



Important School Admissions Information

Children who are due to start in primary / secondary school in September 2026.



PRIMARY SCHOOL CHILDREN BORN BETWEEN 1 SEPTEMBER 2021 AND 31 AUGUST 2022	SECONDARY SCHOOL CHILDREN BORN BETWEEN 1 SEPTEMBER 2014 AND 31 AUGUST 2015
<p>You need to apply for a reception place. Please apply online at: www.eadmissions.org.uk</p> <p>Closing date for applications is 15 January 2026</p>	<p>You need to apply to transfer to secondary school. Please apply online at: www.eadmissions.org.uk</p> <p>Closing date for applications is 31 October 2025</p> <p><i>We strongly recommend that you submit your secondary application by Friday 24 October 2025, as this is the Friday before the half term holiday.</i></p>
<p>Applying online is easy and you get an instant acknowledgement that your application has been received. You will also receive an email with the outcome of your application on offer day.</p> <p>For details go to www.harrow.gov.uk/schooladmissions</p> <p>For help and advice on how to complete your application please email schooladmissions@harrow.gov.uk</p>	

For more information about admissions, including a list of Secondary School open days, please see the Admissions page of our website.

View
Admissions
here

www.whitchurchprimary.harrow.sch.uk

10 Top Tips for Parents and Educators

DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

10 BE PATIENT - HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



#WakeUpWednesday

The National College®