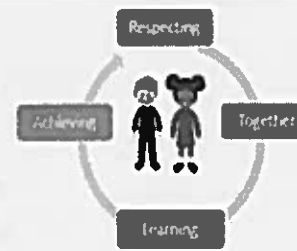




# Meldrum School Newsletter

Newsletter October 2019

Tel. 01651 871100  
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The new term has flown past and already we find ourselves in the last week of the first term.

## Acting Principal Teacher

Sadly, our current Acting Principal Teacher, Mrs Lorna Thomson, will be leaving us in the near future. No leaving date has been confirmed as yet. More details will follow next term.

## Parent Interview Booking System

This term we moved to a new online parent interview booking system and the general view is that this has been well received. This option will again be offered for the optional parent interviews in term 4.

## Care Inspectorate Visit

Last week our Nursery received a visit from the Care Inspectorate over two days. The Care Inspectorate was inspecting the care and support we give our children and the Leadership and Management of the Nursery. Thank you to everyone who shared their views through questionnaires and in meeting the Care Inspector. The report findings will be published very shortly.

## MPiP

Our first MPiP meeting took place on Monday 16<sup>th</sup> September where there was a good turnout to allow the school to share the importance of communication and the expectations from school and what we would expect in return from our learning community. We

were also able to share our first draft home learning guidance and policy and the intention is that the home learning will recommence next term adhering to these new guidelines.

Our next meeting on Wednesday 17<sup>th</sup> November at 7pm will continue the communication theme as we explore and update our Reporting Calendar and the ways we can share and celebrate your child's learning between home and school. We hope you will be able to join us then.

## School Improvement Update

1. **Curriculum** - we are continuing to develop our pathways of learning in Numeracy, Reading and Health and Wellbeing.
2. **Learning and Teaching** - we are looking at moderation of assessment and also Visible Learning, particularly involving the children in the process to recognise how well they are learning and their next steps in learning.
3. **Leadership** - we will be continuing to build on developing pupil leadership in their learning but also in the school's self-evaluation process.

## Health and Safety - Children on Cycles/Scooters

This is a reminder that though we encourage our children to cycle and use scooters to travel to school, we do have to keep in mind some safety issues.

As you will appreciate, with nearly 400 children in the school grounds, we cannot have anyone on bicycles and scooters in the



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playground. Unfortunately it has been reported that there are still a few children who are on scooters and bicycles in the playground before school starts in the morning. We would be very grateful if you would remind your child that when children arrive at school they dismount and place their cycle or scooter in the cycle racks in the school grounds. We would also encourage you to ensure your child is wearing a cycle helmet when using their bike/scooter. We would appreciate your support in this important safety issue.

## Aberdeenshire Library Service - Digital Services

There's a number of great digital services available for free through Aberdeenshire Libraries, all can accessed through the Digital Library on

<https://www.livelifeberdeenshire.org.uk/libraries/>.

There are a number of apps available and there's lots of useful databases available too, such as Britannica and World Book encyclopaedias, both of which have information in different age categories making them ideal for homework and topic work.

All of these services are free with your library membership, all you need to access them is:

- 1) Your library card number
- 2) Your PIN
- 3) A computer or a device with an internet connection

Try it today and enjoy this free resource!

## Book Fayre

Thank you to all those who supported our Book Fayre. Thanks to your contributions, £1356 of books were sold, providing a commission of £813 for the school. This will be used to buy books for school and class libraries.

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## Nursery News

As we come to the end of our first term trialling the 1140hrs, we would like to thank parents and carers for their patience and support as we work together to find solutions to some of our ongoing challenges.

We offered a very successful 'Open Session' on Wednesday 9<sup>th</sup> October for the children and parents or carers who attend on a Wednesday to participate in their child's nursery experience. Refreshments were offered in our 'Nurture Room' and it was an opportunity to chat with other parents and to meet Mrs Park, Senior Practitioner. There will now be an Open Session each month which will take place on different days to allow all parents and carers the opportunity to attend nursery with their child.

A Parent/Carer questionnaire will also be available for you to complete during each Open Day and we would ask parents to give us feedback of 1140 hrs each term with suggestions as to how we can improve our service. We have identified areas that need improvement and would value your suggestions and ideas.



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## Dates for your Diary

**Wednesday 30<sup>th</sup> October-** Pre-school Vision Screening will take place throughout the nursery session.

**Thursday 31<sup>st</sup> October-** Nursery Dress Up Day. We will have a fun day at nursery when your child can come dressed up as a super hero/ princess/ dragon etc (nothing scary)

**Open Session-** Thursday 21<sup>st</sup> November. Pop in to join your child for part of a nursery session. 9.30-11.30am/ 1.30-3.30pm. Come for a coffee with Mrs Park in our Nurture Room.

**Thursday 28<sup>th</sup> November 1.15pm/ Tuesday 3<sup>rd</sup> December 11.30am-** Book Bug Session for Parents/Carers of 3 year olds attending nursery

Enjoy your holidays!

## Winter Vomiting Bug (Norovirus)

This is the time of the year when the potential for the winter vomiting bug (norovirus) can arise. The symptoms for this are diarrhoea and/or vomiting. This is highly contagious as it can be spread by direct contact (touching someone), indirect contact (touching a contaminated object) or spreading in the air.

One of the most effective ways to stop the spread is good hand hygiene - washing hands regularly with soap and water, especially after using the toilet or before eating or preparing food.

Please remember, if your child displays any of the symptoms of Norovirus, it is important that your child does not return to school until 48 hours after the symptoms have gone. This is Aberdeenshire Council policy and follows advice from NHS Grampian.

## Aldi Kits for School

Meldrum School is participating in the Aldi Kits for School. If you shop at Aldi we would be delighted to receive your stickers so please hand them into school. Many thanks.

### How it works... Get involved!

Every time you spend over £30 in any Aldi store you'll receive a Team GB sticker. Take your stickers to school to help complete your poster. Once complete with 300 stickers send the poster back to us to receive an exclusive sports kit and to be in with a chance to win £20,000 for your school.



Spend £30 in any Aldi store to receive a Team GB Sticker.



Take your stickers to school to help complete your poster.



Send the completed poster back to us to receive your sports kit and to be in with a chance to win £20,000!



## Celebrating Success

Meldrum School is on Twitter, and so as part of sharing our children's successes, especially those out with school, we would like to display these on Twitter social media for our local community. We will only share these provided we have the relevant photograph permissions.



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## Pencil Cases

There is no expectation that children require to bring their own pencil cases to school at this time, as all resources for children will be provided during lessons. However, if your child would like to bring in a pencil case to school, we would ask that it is shallow enough to fit in your child's tray and contain only basic stationary items and not mini toys which can be purchased as part of pencil case sets, as we are finding these are increasingly distracting our children from their learning. If this is the case we will ask children to keep them stored in their classroom tray.

## Nursery Parents Escorting Children

We would be grateful if, when you are escorting your child to Nursery during school play times, if you would please use the school walk ways, rather than crossing school playgrounds while children are at play. This is because we have had a few near misses where our younger children have been knocked over in the playground while on their way to Nursery. We would appreciate your support in this safety issue.

## Bounce Back

Our next theme for Bounce Back this term will be Unit 2 "Bouncing Back". A parent support leaflet will be issued with this newsletter that you can use to support your child.

## Calendar

The school calendar is located on the school website [here](#). This includes all of the planned events to allow you the maximum of notice of the many things happening over the session.

Finally... have a lovely holiday, keep yourself safe and we will see you in the new term on Monday 28<sup>th</sup> October at 9.15am sharp.

### Parent Information: People bouncing back

If you are resilient you are able to cope reasonably well with difficult situations and things that go wrong and then 'bounce back'. Throughout life children will need skills and attitudes to help them to bounce back. They will encounter everyday challenges such as making mistakes, falling out with a friend, moving house or school and losing in a sports competition. Many will also face challenges such as adapting to family break ups, a step-family, the illness or death of a family member, or being bullied. People Bouncing Back is the curriculum unit that teaches children the ten BOUNCE BACK! statements.

**BOUNCE BACK!** stands for:

**B**ad times don't last. Things always get better. Stay optimistic.

**O**ther people can help if you talk to them. Get a reality check.

**U**nhelpful thinking makes you feel more upset. Think again.

**N**obody is perfect—not you and not others.

**C**oncentrate on the positives (no matter how small) and use laughter.

**E**verybody experiences sadness, failure, rejection and setbacks sometimes, not just you. They are a normal part of life. Try not to personalise them.

**B**lame fairly. How much of what happened was due to you, to others and to bad luck or circumstances?

**A**ccept what can't be changed (but try to change what you can change first).

**C**atastrophising exaggerates your worries. Don't believe the worst possible picture.

**K**eep things in perspective. It's only part of your life.

### Key messages to communicate to your child about 'bouncing back'

- ⊙ Life is mainly good but now and then everyone has a difficult or unhappy time. Things always get better even though sometimes they may take a bit longer to improve than you would like. It is important to stay hopeful and expect things to get better.
- ⊙ You will feel better and have more ideas about what to do if you talk to someone you trust about what's worrying or upsetting you.
- ⊙ Unhelpful thinking isn't necessarily true and makes you feel worse. Helpful thinking makes you feel better because it is more accurate and helps you work out what to do.

Unhelpful thinking	Helpful thinking
I made a mistake, I'm really dumb.	I made a mistake but everyone makes mistakes sometimes.
Jake doesn't like me. I must be a jerk.	Jake doesn't like me but other kids like me.

- ⊙ No one is perfect. We all make mistakes and find out there are some things we can't do well.
- ⊙ If you can find something positive or funny in a difficult situation, no matter how small, it can help you to cope better.

- ③ We all need to take fair responsibility for the things we did or didn't do that contribute to a difficult or unhappy situation. However we should not over-blame ourselves because circumstances, bad luck or what others did may have contributed to the difficult situation too.
- ④ If a situation can't be changed you just have to accept it and live with it.
- ⑤ Don't make yourself miserable by exaggerating how bad something is or by assuming that the worst possible picture is the one that will happen.
- ⑥ When something goes wrong it usually only affects one part of your life. Concentrate on the things in your life that are still going well.

#### What can you do to help your child?

- ③ Use the appropriate BOUNCE BACK! statement whenever you see the opportunity.
- ④ Consider displaying the statements on the fridge or somewhere prominent so they serve as a useful prompt for your child (and the rest of the family!).
- ⑤ Don't over-protect your child from the normal challenges that all children have at different ages (e.g. walking to school, looking after their own things, packing their own lunch). Start by giving your child small age-appropriate challenges that require small responsibilities. Using small steps moves them towards becoming more independent and competent. Don't do things for them without checking that they are capable of doing it for themselves.
- ⑥ Encourage your child to talk about what's troubling them and help them to find solutions. Encourage them to talk about how they are feeling and what they are thinking about the problem. Then help them to think about different solutions.
- ⑦ Gently challenge self-defeating talk (e.g. I can't do this, I'm hopeless, dumb, useless) and helpless behaviour (giving up easily, expecting others to do things for them). Suggest they use helpful thinking instead (e.g. I made a mistake but everyone makes mistakes).
- ⑧ Don't fight all your child's battles. Children need to experience some difficult times so they learn how to bounce back.
- ⑨ Model effective solving of problems that are age appropriate for your child by talking 'out loud'. Review different solutions to a problem and the possible good or bad consequences of the different solutions.
- ⑩ Avoid offering 'quick fixes' or 'feel good' options when things get tough. Rather than distracting them with a movie or treats, let them sit with the bad feelings, knowing that you care that they are hurting, but that it is something they have to deal with, not escape from.
- ⑪ Help your child to take responsibility for what happens. When something doesn't work out for them, draw up a pie chart with them of:
  - How much was due to me?
  - How much was due to others?
  - How much was bad luck and circumstances (i.e. being in the wrong place at the wrong time)? Also encourage them to consider the situation from the other person's viewpoint.
- ⑫ When something bad happens for your child, help them to keep things in perspective by asking them:
  - Does this really matter? Are you getting upset over very little?
  - On a scale from 1 to 10, how important is this to you?
  - What's the worst thing that can happen? Do you think you can handle that?

Encourage them to think about the parts of your life that are still exactly the same and still really good (e.g. they lost a friend but they still have other friends in their team, in the street to play with, their school work is going well, nothing has changed at home).

These questions help your child to stop catastrophising and stop getting too upset over things that will get better or improve in time.