March Diary Dates

4.3.26	**Music workshops—Team Donaldson and Cherry weekly for 6 weeks**
10.3.26	**Mothers Day Lunch KS1 & EYFS 11.30am**
11.3.26	**Reception—Vision Screening**
12.3.26	**Mothers Day Lunch KS2 11.30am**
16-27 March	**Big Walk and Wheel**
17.3.26	**Tennis Festival —Team Cowell**
19.3.26	**Y5 Easter Journey— St Catherine's Church**
24.3.26	**Rock Steady Concert -parents of children working with Rock Steady Music 9.30am**
24.3.26	**Parent Consultations - Telephone calls**
25.3.26	**Parent Consultations - Face to face meetings**
27.3.26	**Bike and scooter Fun Day**
30.3.26	**Bling Your Bike**
30.3.26	**Year 4 Brass Assembly**

Website

For the most up-to-date dates, don't forget to keep checking our website:-

https://www.stanleycrook.durham.sch.uk

Reminder

We really appreciate your support in ensuring that your child follows our uniform policy, as we feel that a smart appearance helps to create the right mindset for school.

The full and correct school uniform is as follows:
- Navy sweatshirt/cardigan with/without the school logo on
- White polo shirt or cotton shirt with collar with/ without the school logo on
- Black/dark grey skirt/trousers (black/ grey shorts may be worn in the summer)
- Black/ grey pinafore dress
- Black/ grey/white/ socks or tights
- Plain black, sensible school shoes/ trainers
- Waterproof coat
- Blue check summer dress/short sleeved shirt/grey/black school shorts
- The children are not allowed to wear shoes with platform soles or high heels

ONLY SENSIBLE, PLAIN BLACK SCHOOL SHOES/ TRAINERS TO BE WORN IN SCHOOL

- PE kit (full PE Kit with school logo, including gym bag available to order):
- Blue Shorts
- White t- shirt
- Black/blue tracksuit with/ without logo for outdoor games lessons (optional)
- Blue school fleece with/ without logo (optional)
- Footwear: black pumps or trainers

https://www.stanleycrook.durham.sch.uk/parents/our-school-uniform/

Durham Cathedral

Visiting Durham Cathedral

Teams Soundar and Cherry spent the day exploring Durham Cathedral as part of the RE curriculum, focusing on how sacred spaces reflect belief, tradition and community. Pupils visited the nave, cloisters and Chapter House, taking time to observe how the building's structure, symbols and artwork express key aspects of Christian faith.

Pancake Day

Team Donaldson have been learning about Pancake Day.
To bring this learning to life, the children had the chance to make their own pancakes. They mixed the batter and then chose their favourite toppings to decorate them.

Grab a Grown Up

Team Donaldson and their grown-ups had an enjoyable morning at *Grab a Grown-Up*, taking part in a range of simple games and activities together. The session gave pupils the chance to work alongside their adults in school. It was a positive start to the day and we appreciate the time parents and carers took to join us and support the children.

DT—Healthy Eating

Teams Soundar, Morpurgo and Cowell have been developing their skills in DT this half term through a focus on preparing and making healthy foods. Teams Soundar and Morpurgo have been researching different types of bread, exploring flavour combinations and designing their own ideas. After planning their recipes and shaping techniques, they finally had the chance to bake.

Working in groups, they mixed and kneaded their dough before adding their chosen ingredients to personalise the flavour, then shaped their loaves according to their design plans. The finished breads were a great success and enjoyed by everyone.

Team Cowell have been working to their own design criteria to create fresh, healthy salads. Pupils practised safe chopping skills, selected ingredients carefully and considered how to present their final dish. Once completed, they tasted and evaluated their salads, reflecting on how well they met their original intentions.

Fantastic Festivals

Team Donaldson delivered a confident and polished performance at the dance festival, showcasing the routine they have been working hard to perfect. Partway through their performance, the music briefly cut out, but the children showed real composure and teamwork by continuing their dance without hesitation.

Team Morpurgo took part in the Athletics Festival, where every child gave their full effort across a range of events. They took part in throwing, jumping and running activities, including obstacle races, and supported one another throughout.

Both festivals highlighted the children's resilience, teamwork and enthusiasm and they should be proud of what they achieved.

Online Safety

Safeguarding children is everyone's responsibility and with an ever-increasing use of technology children are exposed to external influences. This months attachment is related to **cyberbullying.**

How to talk about cyberbullying with children

Having regular conversations about cyberbullying with your child can help keep them safer online.

Find tips and starters in this guide to help young children better understand cyberbullying and get help if it happens to them.

Tips for having a conversation

Before the conversation

- Plan what you want to say
- Choose a casual setting
- Be supportive
- Prepare for multiple bite-sized conversations
- Review reporting & blocking features on platforms they use

During the conversation

- Ask open-ended questions
- Avoid making judgemental statements
- Keep the conversation casual, with space for them to lead the chat
- Use real-world examples to help them compare their experience
- Stay calm

After the conversation

- Keep checking in
- Keep an eye on any changes in mood or habits
- Utilise safety settings on the platforms they use
- Teach them how to use reporting and blocking tools
- Decide on next steps, and explain to your child why you are taking these actions

Conversation starters to tackle cyberbullying

Younger children may have a tougher time understanding exactly what cyberbullying is, and might struggle to talk about what they see online. These conversation starters can help them feel comfortable and open to sharing their online experiences.

Conversations to prevent cyberbullying

"What could you do if someone said something unkind in a game or comment section?"
This is an open-ended question that allows children to think about what actions they could take, without fearing getting the answer wrong. Tying the question to something children use makes it more relatable.

"Who could you talk to if you saw something online that made you sad or uncomfortable?"
This question lets children know that they can look for support from others if they see bullying behaviours online. It also gives you a chance to discuss trusted adults they can talk to like you, a teacher or another close adult in their life.

"What steps could we take to keep your game positive?" This will help your child consider proactive steps they can take to prevent unwanted contact, such as asking parental permission before accepting friend requests and maintaining privacy online.

"'Imagine you and your friends agree to play a game but one friend isn't invited. What could you do?" Presenting your child with this scenario can help your child think about ways they can stand up for others to prevent bullying.

"If someone is repeatedly sending you unwanted messages, what are some positive ways you could respond?" This helps your child consider ways they can disengage with someone they dislike in a positive way, without being mean back. Showing your child how to block the person can be an effective way of doing this.

Conversations to deal with cyberbullying

If you discover that your child has experienced cyberbullying, whether they are a victim or a perpetrator, it is important to remain calm. If you are angry or upset, your child may become less willing to share any further information about their experience.

If your child is a target of cyberbullying

"Thank you for telling me. How are you feeling about what happened?" Thanking your child helps them feel supported and makes them more likely to inform you of issues in the future. Asking about their feelings shows you care and can give insight into the situation, allowing you to support them.

"Would you like me to help you block them?" This question can help guide your child towards positive action. Give options on what you could do first, such as blocking and reporting or contacting school. Asking for their thoughts on how you can help lets the child know you are not lecturing or punishing them.

If your child shows bullying behaviours

"What made you feel like you had to do that?" Getting your child to share their point of view can help them reflect on their behaviour. Something like peer pressure might have caused the behaviour, which this conversation starter can explore. Together, you can think of ways to better handle these feelings in future.

"What would you do differently if you felt this way in future?" This question can shift the focus onto learning and improvement, rather than punishment. It will help them avoid repeating their actions.