



ST. STEPHEN'S JUNIOR SCHOOL

We Model What We Value

School News

26th May



Dear Parents and Carers,

We hope that you are all well and enjoying the (mostly fine!) weather. This has been another busy term at SSJS as we prepare for the final term before summer and the transition between classes, where we will wave goodbye to our Year 6 students and welcome our new Year 3 pupils.

We would like to say a huge well done to all our Year 6 pupils and teachers who worked incredibly hard during SAT's week, we were very proud of their perseverance and determination in completing a week of tests – we ask no more than that all our pupils try their best. In terms of our final term, we will have production, PGL, Arts week, Sports day, Year 5 camp out and a whole lot more! This is an incredibly busy time of the year that we hope will ensure all pupils make the most of the many opportunities we have not been able to offer in the previous years due to Covid.

We can confirm that we will not be mixing your child's class ahead of the next academic year. Having considered all options we are confident that this decision is for the benefit of pupils and teachers and will ensure a smooth transition for all classes. This is with the exception of our children in year 3 as move from 3 classes to 4 classes. We hope that you enjoy a wonderful half term, and we will see you all in June!

Laura Cutts & Sarah Heaney

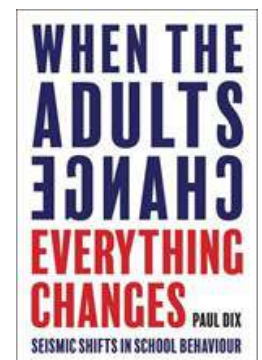
BELONGING IN OUR SCHOOL – READY- RESPECTFUL-SAFE

Our school focus this term in our assemblies has been on re-setting the rules in school and discussing our approach with the children. So that all pupils are aware of the expectations within the school, we have simplified the rules in school to the following, **Ready, Respectful, Safe**. We have even learnt these in sign language!

We have been focusing on teaching the pupils the behaviour we expect through recognising good behaviours and the power of restorative discussion for all pupils involved.



Our approach is informed by this book which is widely regarded as having a transformative effect on behaviour.



We will be holding a parent meeting to discuss our vision and values along with our approach to behaviour on the **20th of June at 6pm**. All parents are welcome to attend.



School Values : The theme this term is Equality!



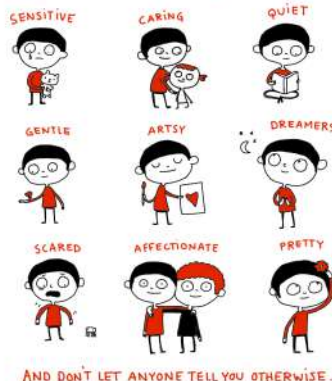
This term we were lucky enough to have KRAN (Kent Refugee Action Network), visit us in school to help explain to the children the many challenges that refugees are facing, whilst identifying some famous role models who are immigrants. We hope to be able to do more to support the charity and continue working with them to help educate our pupils. We have also explored the equalities act and how groups are protected from prejudice and discrimination by the law. We want all our children to feel confident in challenging discrimination.



We have also looked at gender stereotyping as part of our work on Equality and

thought that this was important to share with parents. It is up to children to define their identity and who they want to be and this should not be defined by their gender. Sharing this information with the pupils will hopefully make them confident and be proud of who they are!

BOYS CAN BE:



AND DON'T LET ANYONE TELL YOU OTHERWISE.

@elisegravel

GIRLS CAN BE:



AND DON'T LET ANYONE TELL YOU OTHERWISE.

@elisegravel

Pupil Voice – Behaviour focus. Thank you to our Year 6 Mindfulness champions!

We have spoken to some of our Year 6 pupils about what they have learnt this term about behaviour.

"We learn about values in assemblies these then link to what and how we learn in class."

We know we should be kind

We should always do the right thing

We should be respectful to everyone

We should keep our hands and feet to ourselves

We have lots of safe adults that we can talk to.

"We have also learnt that if you are mean to others you will not get fairly treated either so we have to be nice to people so they will be nice to us. If we are all nice, we will have a really harmonious school and community."

What can we do better?

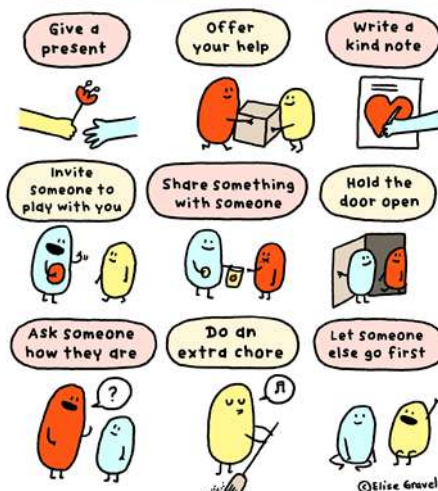
"Make sure that all pupils feel safe in school, so that they enjoy coming to school."

"Have even more calm areas and activities that we can do at break and lunch time."

"Restore the sensory garden so that we can have a calm reflection space."

Have a look at the Kindness suggestions below, this is something that we will be practising with our pupils at home and would be a good thing to try over the half term!

DIFFERENT WAYS TO SHOW KINDNESS



Staff goodbyes....

We are very sad to say that at the end of the year Mr Jarvis and Mr Bowles will be moving on to different schools. We would like to congratulate them on their promotions and thank them for the commitment to SSJS over the past 10 years. Of course, they will be here until the end of the summer term.

Music this term!

This term we have been listening to Sam Cooke.



This has supported our discussion around the theme of Equality and Civil rights. We have also been listening to Vivaldi four seasons comparing the difference between summer and spring!



Ahead of the half term we are sharing the information below on safeguarding advice for online group chats. Please do read the below if your child takes part in group chats.

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

56

What Parents & Carers Need to Know about GROUP CHATS

64

WHAT ARE THE RISKS?

Occurring through messaging apps, on social media and in online games, group chats are among the most popular ways that young people engage with their peers online. Involving, by definition, three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they are useful for helping friends, people with shared interests or members of a club to communicate and coordinate activities, they can also leave young people feeling excluded and bullied – as well as providing opportunities for inappropriate content to be shared and viewed.

BULLYING

Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – allowing and often encouraging others to join in the bullying behaviour. If this content is shared in a group of their peers (especially a larger group), it serves to amplify the hurt, embarrassment, anxiety and isolation that the victim feels.

EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: starting a new group, for instance, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one child doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss or share images from an event that everyone else but them attended.

INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by your child if they are part of that group, whether they actively engage in it or not. Some chat apps have a disappearing message function, so your child may be unable to report something they've seen because it can only be viewed once or for a short time.

SHARING GROUP CONTENT

It's important to remember that – while the content of the chat is private between those in the group – individual users can easily share a message, photo or video with others outside of the group or screenshot what's been posted. The risk of something your child intended as private becoming public (and potentially going viral) is higher if there are people they don't know well in the group.

UNKNOWN MEMBERS

Within larger group chats, it's more likely your child will be communicating with people they don't really know. These strangers may be friends of the host, but not necessarily friendly toward your child. It's wise for young people not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications. Every time someone in the group messages, your child's device will be 'pinged' with an alert: potentially, this could mean hundreds of notifications a day. Not only is this highly distracting, but young people's fear of missing out on the latest conversation results in increased screen time as they try to keep up with the chat.

74

Advice for Parents & Carers

117

CONSIDER OTHERS' FEELINGS

Group chats are often an arena for young people to gain social status. This could cause them to do or say things on impulse, which could upset others in the group. Encourage your child to consider how other people might feel if they engaged in this behaviour. If your child does upset a member of their group chat, support them to reach out, show empathy and apologise for their mistake.

GIVE SUPPORT, NOT JUDGEMENT

Remind your child that they can confide in you if they feel bullied or excluded in a group chat. Instead of responding to the person who's upset them. Validate their hurt feelings and help to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also empower your child to speak up if they're in a chat where others are being picked on.

BLOCK, REPORT AND LEAVE

If your child is in a chat where inappropriate content is being shared, advise them to block the users sending the material, report them to the host app or platform and exit the group. If any of this content could be putting a minor at risk, contact the police. Emphasise to your child that it's OK for them to simply leave any group chat that they don't feel comfortable being a part of.

PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Discuss the importance of not revealing identifiable details like their address, their school or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they lose control of where it may end up and how it might be used.

AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a child's trust – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure your child understands why they shouldn't add people they don't know to a group chat – and, especially, to never accept a group chat invitation from a stranger.

SILENCE NOTIFICATIONS

Having a phone or tablet bombarded with notifications from a group chat can be a massive irritation and distraction – especially if it's happening late in the evening. Explain to your child that they can still be part of the group chat, but that it would be healthier for them to turn off or mute the notifications and catch up with the conversation at a time which better suits them.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



National Online Safety®
#WakeUpWednesday

Digital Leaders

The Digital Leaders wanted to share some valuable information and helpful tips with you, with regards to staying safe online.

Think before you post

Don't upload or share anything you wouldn't want your parents, carers or teachers seeing. Once you post something, you lose control of it, especially if someone else screenshots or shares it.



Don't share personal details

Keep things like your address, phone number, full name, school and date of birth private, and check what people can see in your privacy settings. Remember that people can use small clues like a school logo in a photo to find out a lot about you.

STAY SAFE ONLINE...

Be anonymous!

Don't believe everything you read!

Tell an adult if you feel uncomfortable!

Never reveal personal information!

Change passwords regularly!

Only connect with friends and family!



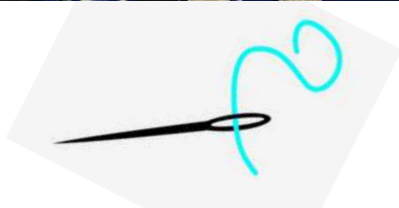
"Safety is the most important thing, and I enjoy helping people with this" - Campbell

"I enjoy Digital Leaders because it makes me more confident" - Amelia

GOOD WORK

Year 3

Some amazing pencil cases being made by Year 3, with the assistance of some very capable Year 5's











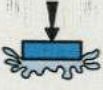















Anna Z has made a pencil case this week!



Year 4

A record of the investigation recreating the digestive system by Mariam. A wonderfully inventive poem all about Spring written by Annabel.

Animal prediction	Dietary classification	Description of teeth:	Ideas based on clues:
lion	 plant  meat  both	 sharp  crush  little	Lives in a stable lives in a stable st
giraffe	 plant  meat  both	 sharp  crush  little	Lives in Africa
gorilla	 plant  meat  both	 sharp  crush  little	lives in a jungle
	 plant  meat  both	 sharp  crush  little	

Spring is here
 Here eyes are like the sun.
 Her lips are pink like ~~beautiful~~ blossom.
 beautiful blossom.
 Her hair is a trail of flowers.

Spring is here
 The rabbit hops happily around in the long, green grass. The butterfly flutters fabulously about in the sunny, blue sky. The bird flaps its wings and lands gently in the wonderful weather.

Spring is here
 A time of munching on chocolate eggs and going on easter egg hunts.
 Everyone is decorating with chick statues, lights shaped like chicks or bunnies and banners saying: **HAPPY EASTER!**
 Spring is here!!!

I am learning about the digestive system

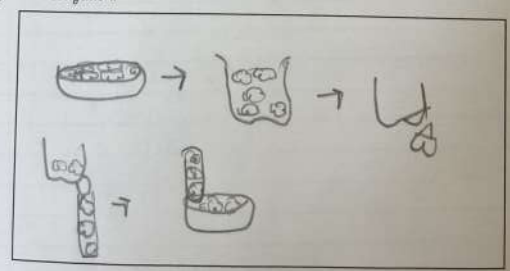
Equipment:

• banana	scissors	tights
• biscuits		bowl
• orange juice	✓	bag

My predictions:
 I think it will mush up together and be brown.

Method:
 I will mush it up and put it in a bag and cut a whole, squeeze it out and put in a tight, and squeeze it out. (orange juice, acid) (tight, intestine)

Drawing the investigation.



Conclusion:
 It came out as gase poo

Year 5

The children in Year 5 have really enjoyed being creative over the last few weeks in our DT and IT lessons. In DT, they have all worked hard to design and produce thier own cushions with some fantastic results. Some children have also supported Year 3 with their sewing lessons. In IT we have used Tinkercad for the first time to design and create our own playground equipment. As you can see, our results are amazing!



These are some examples of good narrative writing from children in Beech class.

The Wild

The jeep darted across the wide, vast savanna like a cat chasing a piece of string. Its engine purred as they rolled over the savanna plains, looking for the ancient village. Inside, Karlson was driving (a bad idea). He swirled recklessly around trees, stampedes of elephants and through caves. Wait, caves?

Not long later, (23 minutes) Karlson spotted that the engine overheated and was about to explode! (I'm not surprised). The next thing he saw was a burning tree and a dead flock of giraffes, rotting away (must have been a big explosion). Then he saw the others coming up to him (Chad and Bakon). "I knew we couldn't trust him to drive," they chatted away to each other.

"What are you talking about?" stated Karlson.
 "Nothing, anyway, we should find that abandoned city so we can camp out," said Chad.
 "I agree, we don't want to get eaten by tigers," said Karlson, finishing the conversation.

Eventually, they found the abandoned city and on an inhospitable beach to ~~that in~~. Despite it only being 6 PM they were all weary and tired. They settled down and fell asleep as the moon watched over them. Karlson woke and had an idea. What if they rebuilt the jeep?

Karlson told the others they could use the remains of the jeep to build a new one. They started the hunting park and built it like any building on an hill. After many hours, they stood back to admire their handiwork. To be honest it was very ugly but the only important thing is that it worked.

B. also suggested that they could slide down a sand dune. They all ran around kicking up sand and sliding around. All of a sudden, Karlson spotted a glint in the sky. At first it looked like a star but then noticed it was coming towards them! "A meteor!" he shouted.

Karlson slid down the dune, started the jeep and whizzed off to rescue Baker, who suspiciously decided to hang himself. Karlson scooped him out and roared back down the dune. The meteor hit behind them knocking them out of the car (because they decided not to add doors). Despite the bruises, them and the car were safe. They knew they would get home.

Friday 20th May 2022

Stranded Alone

Sally and Jess gazed at the golden sand on beaches and the blue blue water as they relaxed part. They had signed up to do a scout show in a bigger job. They couldn't hear the sea but it would be soothing.

Out of no where the plane lost control and crash landed in a distant land. I woke up and pugged out like a pot with boiling water. I he shook vanished with the crashing plane. Should they stay or run away.

The two almost simultaneously woke up
grasped, searched, and, finding I was at up for
help, Sully conquered the war against his legs. Both
of them began to a peer by splutter for air.
"I just awoke," his shattered friend said. Sully
"It could." weakly said. "I see. The grand orga-
nized when they stretched. I felt soothed and
calmed as well as the waves."

Tegg couldn't sleep with an ingenious idea
 in his head. He told his friend about but he
 didn't agree with the idea of a raft.
 I think we should make a SOS signal."

Soon he gave his present and began working. Thank being, for a while they would work a day or two. Trailing hearts paid as they worked.

room + stop on a simple night. They thought it was
hard to make long 1st file of research was
complete. So

So on a problem occurred, and no it wasn't too ugly it was but the real problem was they ran out of resources to complete the gear really fast. Now you couldn't ⁱⁿ work without the ~~real~~ real stuff.

And we use box sap as for the sticks, and
leaves for the girls? So they did just that.
I & my sister were playing hide and seek with the
school. I had to go to bed, it even if he was an
adult. I will have thought's dashed back.

I had planned to arrive at the garden bay
they went to the airport. Why don't I be this
lucky. People were congratulating and asking me
d. I said "I am I egg."

Year 6

The District Weekly Gazette

Young hero saves life of fire victim



were deafening. Sirens which had suddenly arrived. As quickly as they could, the fire-fighters unloaded their hoses to put out the fire. They checked every where in the house for the Smith's, all felt lost but when Thomas insisted they checked again, they came out with the people Mr and Mrs Smith.

11 year-old Thomas has heroically saved the lives of the elderly couple named Mr and Mrs Smith. Thomas called the fire brigade after a fire broke out and their house went up in flames.

The fire was ignited after a box of shreddings caught fire from a spark from their fireplace. Mrs Smith was in her bedroom folding clothes while her husband was reading the newspaper on his rocking chair.

The fire brigade, which arrived in 3 minutes, were called as soon as Thomas saw smoke glowing outside by out of the window.

Sirens which get so far away. Sirens which seemed like they'd never get there. Sirens which

Thomas spoke to us saying "I saw smoke billowing out the window and I heard this faint cry for help."

Mrs Smith said "I'm so grateful to the fire-fighters for rescuing me and my husband. I love Thomas so much and I am so, so, so grateful than he got what he did."

Elana the fire chief said "The Smiths are so lucky that Thomas was passing by and could call us. 30 minutes longer and they might not have made it out alive."

Thomas, who is now a frequent visitor at the Smiths, has been rewarded by the queen for his bravery.



Over the last week we have been learning about the features of a newspaper report. We took on the role of journalists, attended a press conference to gain information and then wrote news reports about a fictional fire.



The District Weekly Gazette

Young hero saves life of fire victim



A few minutes later, Frankie saw a fire truck pull over and Frankie told the firefighters someone was inside. Elena Marchant and her crew ran upstairs to check but they didn't check under the bookcase. Therefore, they sprinted down the stairs and told Frankie there was no-one there. Harcivily, Frankie told them there was definitely someone in there. This time they checked under the bookcase and saw Mr Green. Then Frankie called the ambulance who picked up Mr Green.

A local child named Frankie Goodman saves a man from dying in Stratford Road, Home Bay.

Last Thursday, Mr Green (27) accidentally started the house fire when he was building a bookcase. Unfortunately, as he put the last piece on the whole bookcase toppled over him and landed on the sizzling fire he lit to keep him warm because the bookcase was so heavy, Mr Green couldn't escape.

Luckily, Frankie happened to be walking by. Mr Green, who was starting to inhale the smoke, heard footsteps and as loud as he could he shouted "HELP!". This was just enough to alert Frankie as he dashed for the doorbell. However, by now, Mr Green was unconscious and couldn't answer. Knowing then he heard something, Frankie went around the back garden. Thick black smoke was shooting out of the window and Frankie dialled 999 and informed the fire brigade.



The District Weekly Gazette

Young hero saves life of fire victim



someone inside. The fire brigade searched from top to bottom and found no-one but Sam's repeated that someone was inside. He unpacked his bag down and saw it in the door ground Mr Dean and he was taken away in the ambulance.

Eve (36), who was one of the fire fighters, remarked "It wasn't just that brave, heroic Mr Dean may not have made it!"

Samuel Beans stated "It's what any kind-hearted person would do."

Mr Dean has been recovering in hospital and will be coming home to his family. Meanwhile Samuel is expecting a medal of courage from H or M shortly, the Queen.

LOOKING for a car?

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FREAK FIRE home household

Last night, a young, heroic hero saved Samuel Beans (11) saved an elderly resident named Mr Dean (93) from an uncontrolled fire on Stone St, Cokerbury.

On the 24th May, a humble residence was not ablaze due to a faulty gas stove. Mr Dean quoted "Flames were seeping from the hole and when I went to grab the gas seeing wisher, I dropped it and became engulfed under it!" Despite his best attempts at silence, the smoke soon made him pass out.

Meanwhile Samuel Beans (who's heroic act saved a life) was walking when he heard a faint cry for help inside the Dean household. Samuel who incidentally knew something was wrong - dashed to the rear of the house where smoke was billowing out the window.

Samuel dialled 999 into his mobile phone as fast as he could and alerted the emergency services to his location. In a matter of seconds, the fire fighters had begun to untold the house into the building. Samuel told them to stop and said that was

Work from Tallulah O, Thomas R and Leo F.