

SAFE
We move around school in a safe manner. We follow instructions to keep ourselves safe. We keep hands, feet and unkind words to ourselves. We use equipment safely. We stay safe online. We talk to an adult if we feel unsafe.

READY
We wear correct uniform. We arrive at school on time. We have our equipment ready. We show that we are listening and ready to learn.

RESPECT
We listen when others speak and we respect the property of our friends and the school. We have an understanding of others cultures and beliefs. We respect that everyone have a right to learn.

Kindness

Generosity

Excitement

Learning together

Enquiring minds

Courage



Dear Parents and Carers,

Welcome back to our final term.

This morning Mike Mullen (BMX Academy) delivered an inspiring and motivating assembly linked to improving growth mindset. He spoke openly about challenges he has faced himself and how failure is an opportunity to grow. His passion is not just to teach BMX but to help people to improve their mindset, confidence and wellbeing. To build belief, find courage, boost resilience and unlock hidden potential. His message was powerful. He finished the assembly with a demonstration of tricks, including a jump over not one but two staff members. What an exciting way to start the day! Years 5 and 6 took part in workshops following the assembly.

The last two weeks we have seen the Year 4's speedily answering their times tables for the government multiplication check and our Year 1 pupils using their Fred talk to read the real and nonsense words in the Phonic Screening check. Well done to all of you, we are proud of you for the progress you have made.

On Thursday, we welcomed headteachers and deputy headteachers from local schools who came to visit our school as part of a peer review. I have taken part in these at other schools and this term it was our turn. We choose to focus our review around reading and the effectiveness of our new reading curriculum, as this is one of our priority areas. I am pleased to report that it went really well and I would like to thank all of our staff who were observed as well as our pupils who were spoken to and listened to reading. We are on a journey to improve and we will keep doing all we can to ensure better progress and outcomes for our Hollybush children. I invited Mr Fisher to be a part of the review, I know some of you may have also seen him on the gate on Thursday morning. Mr Fisher will be coming in a few more times before the end of term to get to know the pupils and staff.

You may have seen on social media that we invited Josh Dean MP to visit Hollybush, we wanted to talk to him about the challenges our school faces, he will take our concerns back to the Department for Education.

I wanted to once again mention the Smartphone free childhood, if you are one of the parents who have signed up to the movement and would like to form a working group, do get in touch with me so that I can support you. Here are the links I sent previously:
<https://smartphonefreechildhood.co.uk/> <https://delaysmartphones.org.uk/>.

Have a wonderful weekend,

Mrs Cracknell

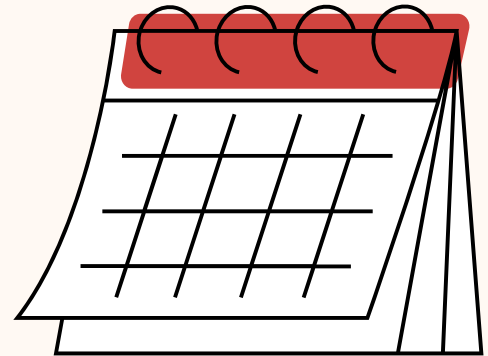
Type of query	Member of staff to contact
Safeguarding/child protection	Mrs Cracknell, Miss Borgeat, Mrs Poole and Mrs Richardson
Any issues relating to your child or another child in the class	Email class teacher to arrange a meeting, sometimes a phase leader may join this meeting
If you do not feel the issue has been resolved or you may need more advice.	<p>Step 1 Phase Leader EYFS-Miss White KS1- Mrs Christman KS2-Mr Chandler</p> <p>Step 2 Acting Deputy Headteacher Grace Borgeat</p> <p>Step 3 Acting Headteacher- Mrs Cracknell</p>
Inclusion/ Special Educational Needs	Mrs Smail
Looked After and Previously Looked After Children	Mrs Cracknell
Payments/Finance	Miss Byrne Mrs Tilbury
Admissions	Miss Byrne
Complaints	Please refer to school complaints policy on the <u>website</u> .

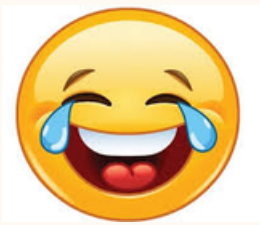
Upcoming Events

2024
2025

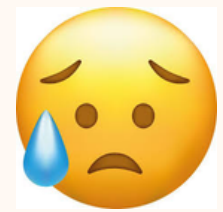
July	
Thursday 3 rd	Nursery and Reception school trip - Shepreth Wildlife Park
Friday 4th	Athlete visit - sponsored event
Monday 7 th	Rock Steady Concert
Wednesday 9th	Stay and Play - Nursery, Reception and the Nest 8:50am
Thursday 10th	Transition day
Friday 11th	Year 1 trip - Hertfordshire zoo
Friday 11th	Year 4 and 6 trip - H2O Rampage
Monday 14th	Create afternoon Years 1-6 1:45pm
Wednesday 16th	Year 2 trip - Hertfordshire zoo
Wednesday 16th	Year 3 and 5 trip - Gulliver's theme park
Thursday 17th	Y6 Leavers Party Time 6:30 - 8pm
Friday 18th	Y6 Leavers assembly Time 9:15am
Monday 21st	Sports event from 10am followed by a whole school picnic Finish at 1:15 pm

September	
Wednesday 3rd	Inset day
Thursday 4th	Back to school





Online Safety




Do you know your emojis?

The word "emoji" originates from two Japanese words: "e" (絵), meaning "picture," and "moji" (文字), meaning "character" or "writing". It combines these elements to describe a pictographic symbol or character, essentially a visual representation of an idea or concept.

Emojis aren't just digital decoration — they're often used as a coded language that young people use to express identity, humour and emotion. Without context, they can easily be misunderstood by adults, leading to confusion or missed signals. Some emojis may even mask risky behaviours or emotional struggles.

The following information is taken from The National College's recent advice sheet about Emojis.

COMMON EMOJIS:

 (Clown face) Foolishness or clowning around	 (Pleading face) Over-affectionate or 'simping'
 (Cold face) Cool, stylish or ruthless	 (Eyes) Watching drama unfold
 (Hot face) Intense attraction or excitement	 (Goat) Greatest of all time (G.O.A.T.)
 (Moai) Stone-faced, unbothered	 (Nails) Confidence, sassiness, or indifference
 (Crown) 'Slaying', as in doing great	 (Triangular flag) Red flag; a warning sign about someone's behaviour



POTENTIALLY CONCERNING EMOJIS

	(Ear of corn) Slang for pornography (avoids censorship algorithms)		(Wilted flower) Often used to convey emotional struggle or sadness
	(Snowflake, snowman, snow cloud) Can symbolise cocaine		(Snake) Can represent betrayal or being 'two-faced'
	(Key, lying face) Related to cocaine use		(Water pistol) Sometimes used to reference violence or self-harm
	(Falling leaves, herb, maple leaf) Can symbolise cannabis		(Warning) Used to emphasise drama, threats or emotional turmoil
	(Pill) May reference drug use or prescription misuse		(Steaming bowl) Refers to nudes ('noods' is an abbreviation of noodles)

The Children's society have a really interesting blog about emojis: [The meaning behind the emoji](#)

Advice for Parents & Educators

LEARN THE LINGO

Stay updated with emoji trends and definitions using resources like [emojipedia.org](#) or Urban Dictionary. Knowing current meanings builds confidence when engaging with young people and helps spot potential concerns early.



ASK, DON'T ASSUME

Approach unfamiliar emojis with curiosity rather than suspicion. A light-hearted "What does 🍹 (juice box emoji) mean these days?" can open conversation and show that you respect their knowledge.



CREATE SAFE SPACES FOR DISCUSSION

Encourage casual chats about emojis, online slang, memes, or social media trends. Showing interest without judgement reassures young people that they can talk about their digital world openly and safely.



PRIORITISE TRUST OVER SURVEILLANCE

While parental controls and monitoring tools can be useful, emotional safety matters most. Be someone children and young people feel they can come to – not just someone who's watching them.



NO OUT SIDERS

In our No Outsiders assemblies we have covered:

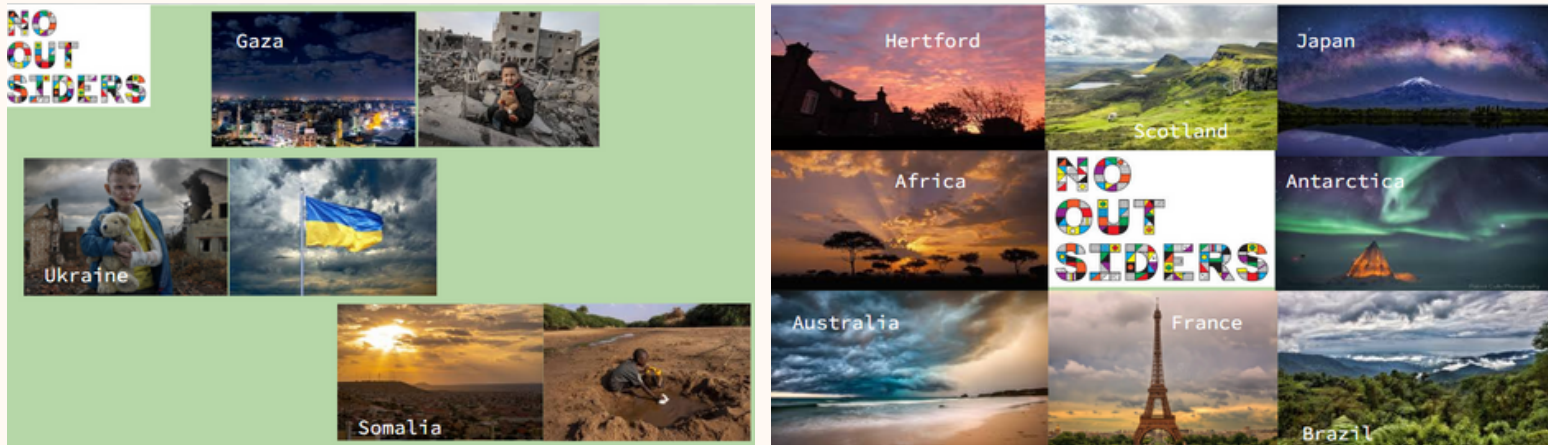
There are No Outsiders at Hollybush.

Everyone is welcome in our school.

No one is the same, but everyone is equal.

Were All Under The Same Sky

In our assembly, we looked at different skies around the world, and how everyone looks at the same sky. We also spoke about how some children in the world may not be looking at the sky and seeing it as safe like we do (We reflected on children in Gaza, Ukraine & Somalia). Children have been creating artwork based on this and we will combine all of these to create our own Hollybush sky.



<https://www.washingtonpost.com/lifestyle/2019/07/24/boy-with-one-hand-met-soccer-player-with-same-limb-difference-photo-went-viral/>



Arm

The story of Joseph Tidd, who was at a football match and Carson Pickett, a footballer kept running over to him and touching his arm.

Joseph's parents want other kids with different limbs to know, "although they may do something differently from others, they should take pride in who they are."

NURSERY

Nursery have been very busy exploring how they can make their marks. We tried various mediums including making large marks with paintbrushes and water outside.

We used crayons to make rubbings around the school.

We also coloured their pyjamas correctly using a back and white photo.



Nursery have also been thinking about vehicles and the sounds that they make. We made our own vehicles and also practised drawing our own vehicles.



We have been loving learning our sound of the week and I have been so impressed with their enthusiasm and how they are using this knowledge in their learning.

YEAR 1

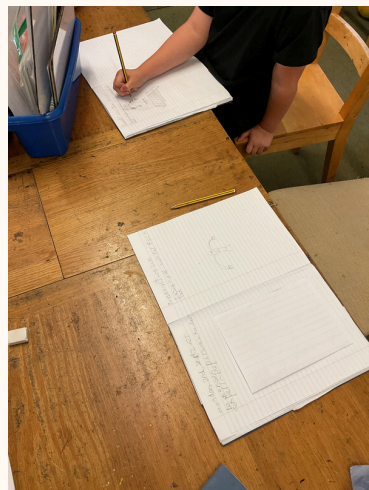
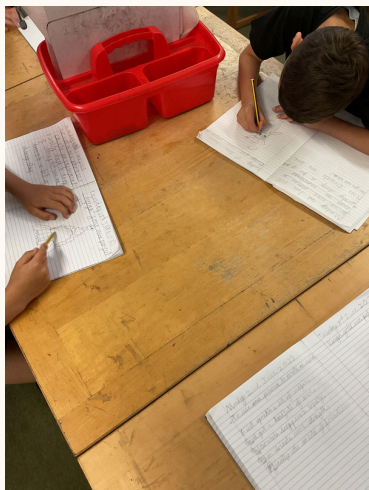
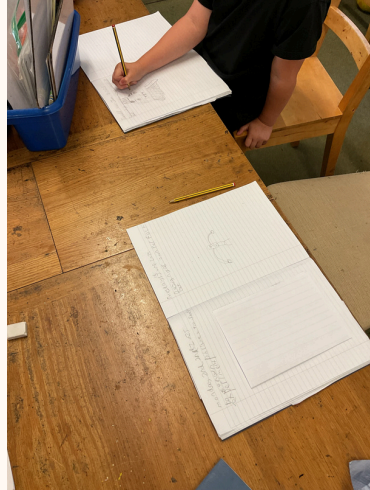
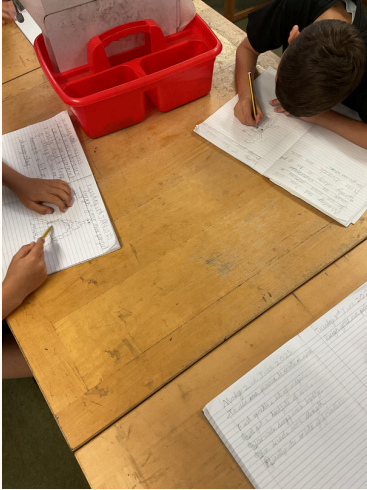
We have been really busy in our music lessons, learning about using our voices to change the way we sound and exploring the different pitch of notes by making connections to visual representations for high and low notes. In RE we have started to learn about Sukkot and how families share what they are thankful for.



YEAR 3

In Year 3 we have been really busy this term. Year 3 started painting in art. We were experimenting with watercolours - how to make a tone, shade and tint. We also created a picture of the sky using watercolours and the technique we learnt from painting.

In English we are studying the book called *The Barnabus Project* - the children had to draw their own perfect pet! They came up with some wonderful ideas of what makes a perfect pet to them.



YEAR 5

In maths, Year 5 have been learning about decimal numbers. This has involved adding and subtracting decimal numbers, including crossing the 1s boundary. In computing, we have been learning about and developing our skills in coding. We have been solving problems, inputting instructions and findings solutions.

