

Kellington Primary School

NEWSLETTER

6.2.2026

Stay and Play



Class 1 enjoyed their Stay and Play session this week. We had a mix of story themed activities as well as activities linked to the interests of our Class. It was great to see some new faces too.

Thank you for joining us!"

OPAL Play

To enhance our OPAL play offer, we are hoping for the following donations:

Small vehicles (cars, trucks etc)

Action figures

Toy animals

Small musical instruments

Duplo/Lego

Thank you so much!





**3 Intakes per year
(Autumn, Spring and
Summer term)**

15 and 30 hour funded

Nursery Places Available

places available from 3 years old. Contact the admin team to join our waiting lists as places are limited.

admin@kp.starmat.uk

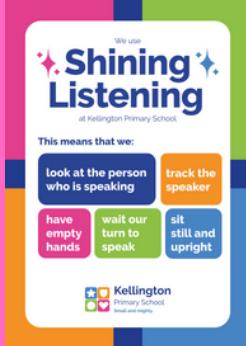
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UPCOMING EVENTS

★ VALENTINE'S DISCO	THURSDAY 12TH FEBRUARY
★ SCHOOL CLOSES TO PUPILS	FRIDAY 13TH FEBRUARY AT 3.15PM
★ SCHOOL OPEN TO PUPILS	MONDAY 23RD FEBRUARY
★ SCOOTER/SKATEBOARDING WORKSHOP Y1-6	TUESDAY 24TH FEBRUARY
★ Y3/4 FOOTBALL TOURNAMENT	THURSDAY 26TH FEBRUARY

Behaviour At Kellington



Showing resilience is one of our four school values. This is where we persevere, even when things get tricky and are determined to be our best selves.

Please look through our Facebook posts and speak with the children about how they have shown resilience this week. I wonder if they speak about learning in the classroom, in PE or even during their OPAL playtimes?

Reading At Kellington

We hugely value reading at Kellington and recognise its importance. Children bring home their reading book and are encouraged to read out loud to an adult on at least 3 occasions per week. When reading records are signed, our children are celebrated when they achieve: 25, 50, 100, 150 and 200 reads where they are invited to choose their own book to take home. I wonder which of our wonderful children will receive the next award?



VOLUNTEERS NEEDED

Reading Volunteers Needed

Do you have a couple of hours free each week? Would you like to listen to children read? Then we need you!

Reading is a key aspect of everyday life and we want all of our children to be confident readers. The more practise children have, the better they get.

Please speak with your class teaching team if you are able to support us with this at school.

Hall of Fame

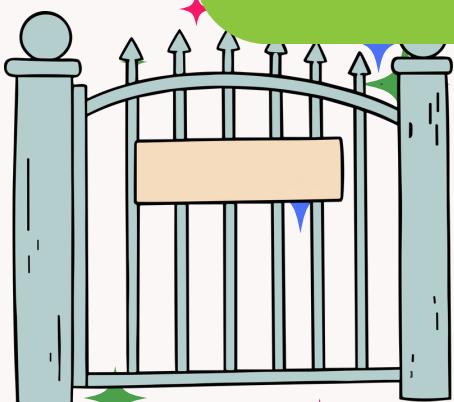
Oscar and Siavash - 25 reads
Hettie - 50 reads
Lauren - 100 reads



School Gate Safety

If the school gates aren't open when you come to drop off or collect your child, please press the buzzer for assistance.

When the gate is open, please DO NOT use the bar to keep the gate open as this impacts the safeguarding measures we take to keep our children safe. Thank you for your understanding on this matter.



**STAY
SAFE**



**Bus Stop Parking
Blue Badge Only**



The bus stop outside of school provides a closer area to park for families who need this. Please ensure this is available for our blue badge holders only.

Thank you for your understanding with this matter.



How did we SHINE this week?



Shining Star



Class 1 - Layla for always trying her hardest in everything she does.

Class 2 - Josie for trying super hard all week.

Class 3 - Tye for your great resilience when faced with challenge during art.

Class 4 - Caroline for your mature and respectful attitude in our R.E. lesson this week.



Golden Welly

Class 1 for being amazing and respectful when using the equipment outside.



Star Reader

Class 1 - Lenard

Class 2 - Bridie

Class 3 - Harley

Class 4 - Troy

Values Award

Rosie (YN) for being a kind and caring friend to all. (Kindness)

Mary-Kate (Y1) for trying really hard to handle situations calmly.
(Resilience)

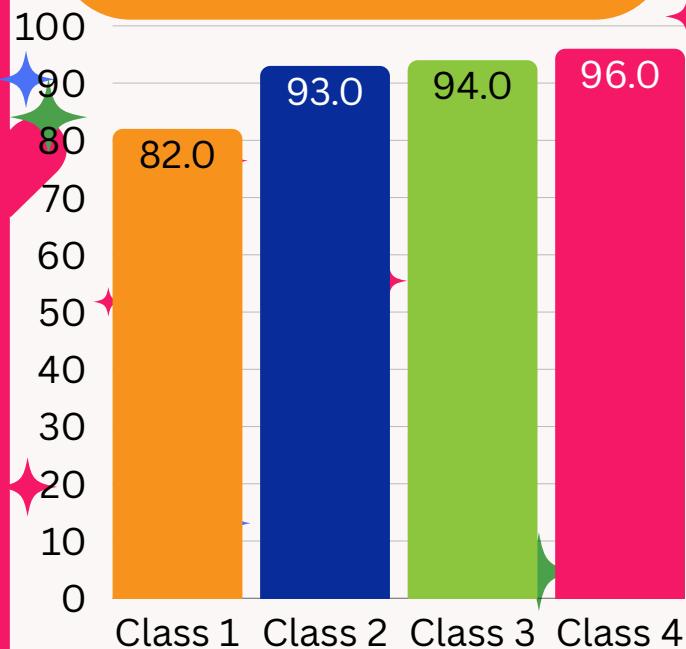
Jacob (Y3) for acting with integrity and putting resources away when others had left them out. (Integrity)

Harry J (Y6) for showing a respectful approach to wider views and people's beliefs in RE this week. (Respect)



Attendance at Kellington

This Week's Class Attendance:



This Week's Whole School Attendance **91%**

Minutes late this week (lost learning):
2 hours 18 minutes

Attendance Target:
97%+

This week's winning team is:

Yellow

Our attendance has taken a real dip this week. The poorly bugs are definitely making a come back. Please remember to cover your nose and mouth when you cough and sneeze and wash your hands afterwards. Although sharing is a fantastic skill, germs are one thing we don't want to share!

We will be sharing more regular updates with all parents regarding your child's attendance each half term.

JLT have been organising again!



Children's Mental Health Week

This year's **Children's Mental Health Week** is 9-15th February, the theme is '**This Is My Place**'. For young children, feeling that they belong is not just about happiness - it is about feeling safe, protected and valued. When children know they have trusted adults, predictable routines and spaces where they feel listened to, it supports their mental health and helps keep them safe. A strong sense of belonging helps children feel confident to speak up, ask for help and share worries before they become overwhelming. Children who feel secure in their relationships at home and school are better able to manage emotions, build healthy friendships and cope with challenges. Feeling included and accepted also reduces vulnerability, as children are more likely to seek support if something does not feel right.

Support for children and families

If you ever have concerns about your child's emotional wellbeing or need advice or support, the following organisations offer trusted guidance for parents and children:

Place2Be

- Provides mental health support in schools and practical advice for parents on children's emotional wellbeing.

YoungMinds

- Offers a dedicated Parents' Helpline, resources on children's mental health and guidance on supporting children through worries, anxiety and big emotions.

NSPCC

- Provides advice and support around safeguarding, keeping children safe and what to do if you're worried about a child.

Anna Freud Centre

- Shares evidence-based resources to help parents understand and support children's mental and emotional development.

Childline

- A free, confidential service for children and young people who need someone to talk to. It can be reassuring for children to know support is available beyond home and school.

In this issue:

- Children's Mental Health Week
- Safer Internet Day

HOW PARENTS/CARERS CAN SUPPORT THEIR CHILD'S

sense of belonging

01

MAKE TIME TO LISTEN

Regularly check in with your child and listen without judgement. Let them know their feelings matter and that they can talk to you about anything, big or small.

02

TALK ABOUT TRUSTED ADULTS

Help your child identify the adults they can go to if they are worried - at home, at school, and in the wider community.

03

CREATE PREDICTABLE ROUTINES

Consistent routines help children feel secure and understand what to expect, especially during busy or stressful times.

04

ENCOURAGE HEALTHY FRIENDSHIPS

Talk about kindness, respect, and what safe friendships look like. Support your child if they are finding friendships tricky.

05

NOTICE CHANGES

Changes in behaviour, mood, sleep or school attitudes can be signs a child is struggling. Trust your instincts and seek support early.



If you are worried about your child, it's always best to seek support early. You can also speak directly to school staff if you have concerns - working together helps ensure children feel safe, supported and secure.

SPOTLIGHT ON SAFEGUARDING

Safer Internet Day: Smart Tech, Safe Choices

This year's Safer Internet Day is 10th February and the theme is 'Smart Tech, Safe Choices – Exploring the safe and responsible use of AI.' As technology becomes an everyday part of children's lives, it is important that we help them use it safely, responsibly and with confidence.

Many primary-age children already interact with technology that uses artificial intelligence (AI), such as voice assistants, games, learning apps and online content recommendations. These tools can support learning, creativity and curiosity when used appropriately and with adult guidance.

However, while AI can be helpful and engaging, it also presents risks that young children may not recognise. AI tools can sometimes provide inaccurate information, expose children to unsuitable content, or encourage them to trust what they see and hear too easily. Some platforms collect personal data, blur the line between what is real and computer-generated or present content in ways that feel friendly but are not designed with children's safety in mind. Without clear guidance, children may struggle to judge what is safe, making adult supervision and open conversations essential.

From a safeguarding perspective, supporting children to make safe choices online is just as important as keeping them safe offline. When children feel informed, supervised, and able to talk openly about their online experiences, they are more likely to speak up if something worries them. Helping children understand boundaries, protect personal information and know where to seek help builds confidence and reduces vulnerability.

How parents/carers can support safe and responsible technology use

- Talk openly about technology and AI**
Use age-appropriate language to explain that some online tools are run by computers, not people and they can sometimes make mistakes.
- Encourage questions and curiosity**
Reassure your child that they can ask if something online feels confusing, upsetting or unclear.
- Set clear boundaries**
Agree screen-time limits, appropriate apps or games and where devices can be used. Consistent routines help children feel secure.
- Stay involved and supervise**
Know what your child is watching, playing or using. Sharing activities online helps guide safe choices.
- Reinforce safety messages**
Remind children never to share personal information, passwords or photos and to tell a trusted adult if something online worries them.

If you have any concerns about your child's online experiences, please speak to a member of school staff. Working together helps ensure children feel safe, supported and confident to make smart choices online.

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