

Kellington Primary School

NEWSLETTER

9.1.2026

First Week Back!



What a fantastic first week back we have had at school! Our children have quickly settled back into routine and have been engaged with their new learning topics.

As part of our PE offer, Classes 2, 3 and 4 have begun their programme of Yoga sessions this week. The children are not only promoting healthy bodies during these sessions but are also learning about meditation and mindfulness. All of the children had a brilliant time and are looking forward to their future sessions.

At the end of last half term, it was announced that Yellow Team were our overall house point winners. For their reward, they collectively chose to play games (both practical and online) together. Yellow team members from Nursery through to Year 6 enjoyed their treat session on Thursday afternoon and all received an certificate in this week's celebration assembly. Well done Yellow Team. I wonder which team will be the winners at the end of this half term?



JLT

Our Junior Leadership Team (JLT) met this week following their great disco success.

They worked together to plan a whole school assembly on Monday where they will talk about their success so far and their role as leaders. During the assembly, the children are hoping to get some more ideas from the rest of the children in school about how they could work to further improve the school as well as ideas for future fundraisers.

Please speak with your children this weekend - all their ideas are welcome!

UPCOMING EVENTS

★ PARENTS EVENINGS

WEDNESDAY 14TH AND
THURSDAY 15TH JANUARY
THURSDAY 29TH JANUARY

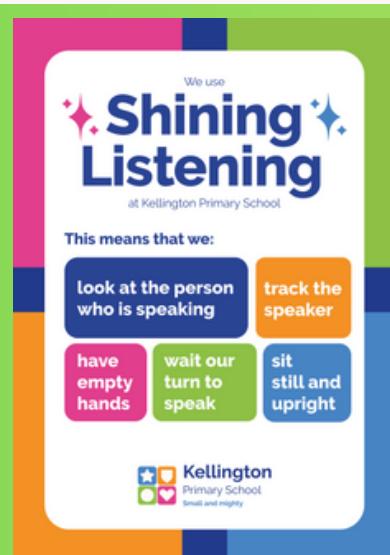
★ YOUNG VOICES

TUESDAY 3RD FEBRUARY

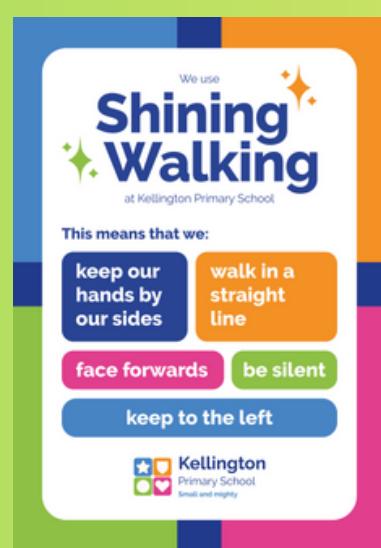
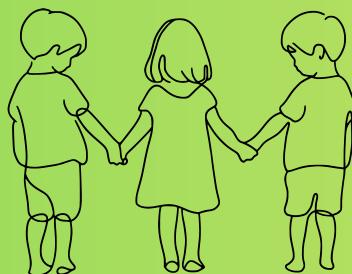
★ EYFS STAY AND PLAY

FRIDAY 13TH FEBRUARY AT 3.15PM

★ SCHOOL CLOSES TO
PUPILS



Behaviour At Kellington



Showing integrity is one of our four school values. This is where we make the right choices, even when no-one is watching.

It has been brilliant to see the children remembering our rules of shining walking and shining listening around school this week.

Perhaps you could ask the children to show you what this looks like?

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 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?



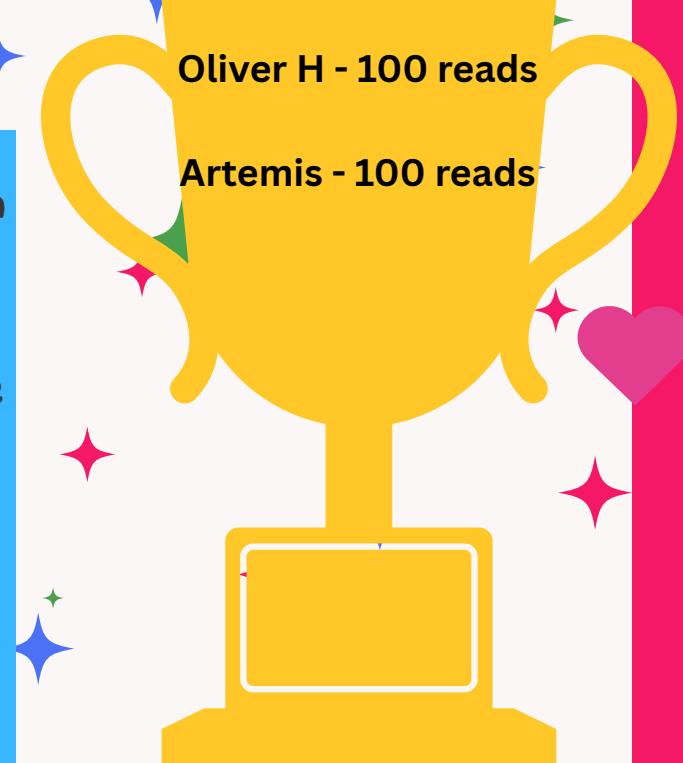
Reading Volunteers Needed

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

Oliver H - 100 reads

Artemis - 100 reads



How did we SHINE this week?



Shining Star

Class 1 - Sienna (YR) for being so brave and having a go at new activities.

Class 2 - Poppy (Y2) for having a fantastic first week back.

Class 3 - Kai (Y3) for your resilience when faced with challenge in maths.

Class 4 - Ben (Y6) for being on fire with your learning this week. What an amazing start to the term!



Golden Welly

Ben and Billy-Joe for showing good sportsmanship during lunchtime football.



Star Reader

Class 1 - Lily

Class 2 - Tommy

Class 3 - Avril-Jayne

Class 4 - Krystal

Values Award



Lenard (YR) for persevering with a matching game, even when it was tricky!
(Resilience)

Toby (Y2) for always being kind and helping your friends. (Kindness)

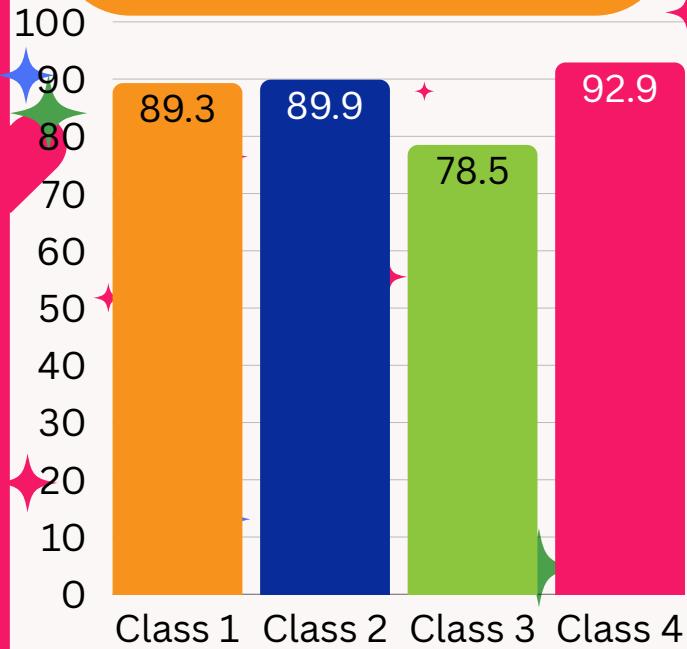
Jacob (Y3) for how you always give your friends positive comments when they achieve. (Kindness)

Kodie (Y5) for your amazing shoulder partnership. You have been on task and supporting your partner's learning. This is fabulous! (Integrity)

Imogen (Y6) for your amazing shoulder partnership. You have been on task and supporting your partner's learning. This is fabulous! (Integrity)

Attendance at Kellington

This Week's Class Attendance:



This Week's Whole School Attendance **88%**

Minutes late this week (lost learning):
14 hours 58 minutes!

Attendance Target:
97%+



Being on time is crucial to starting the school day positively, knowing what is happening in the day and making the most of learning. It can be tricky to get back into routine after a holiday but we know you can do it! This week's lateness overall is the same as 2.5 school days missed of learning!

Try setting your alarm a few minutes earlier and getting your things ready the night before. It'll really help your grown ups!

This week's winning team is:

Green



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

15 and 30 hour funded

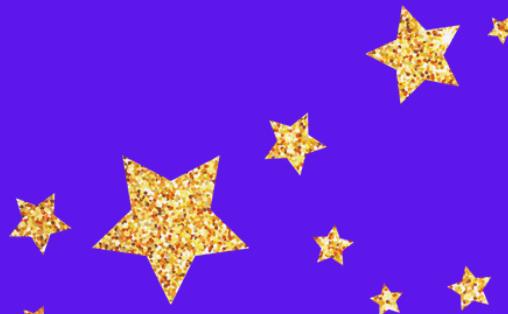
Nursery Places Available

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

admin@kp.starmat.uk

01977 661127





Wrap Around Taster Session

We are excited to offer a free taster session for our wrap around after school club. The taster sessions will run from 3.15-6pm.

If you are interested in using the club, please **contact the office** to book your child in for their session.



Understanding 'Brainrot' themed games on Roblox

Many children are talking about 'Brainrot' games on Roblox - a term that covers a group of viral, user-created experiences inspired by the online 'brainrot' meme. As a parent or carer, it helps to know what these games are, why they're popular and how you can help your child play safely.

What are 'Brainrot' themed games on Roblox?

'Brainrot' themed games on Roblox draw on a blend of surreal humour, meme culture and fast-paced gameplay. Players often see absurd characters - cartoonish, strange or AI-inspired and games tend to be chaotic, unpredictable and highly addictive.

The standout example is **Steal a Brainrot** - released in 2025 - where players collect or steal 'brainrots' (meme-style characters), build a base, compete with others and manage a sort of in-game economy.

Many other games follow the same meme-driven, chaotic style: sometimes offering milder, more structured play - but often still using rapid visuals, loud audio and unpredictable social dynamics. For primary-aged children especially, this mixture of silliness, peer hype and impulsive gameplay can be very appealing.

What parents and carers should be aware of

- It can be too loud and fast-paced:** Games such as Steal a Brainrot move very quickly, have bright colours and loud sounds and involve stealing from other players. This can feel exciting at first but for some children it becomes overwhelming or upsetting. **It can be hard for children to stop playing:** The game encourages players to collect more 'brainrots' to move up levels. This can make children want to play for longer, spend more in-game money (Robux) and get frustrated if they lose. **Children may meet people they don't know:** Like many Roblox games, children can come across strangers, unkind behaviour or content that isn't suitable - even when the game looks harmless. This is why safety settings and supervision are so important. **Fun can quickly turn into stress:** The silly, fast humour can be enjoyable but losing items or having other players steal from them can cause upset or arguments. Some children get very emotional, especially if they feel left out or teased.

In this issue:

- Brainrot games
- Child-on-parent violence

SUPPORTING SAFE, BALANCED ROBLOX PLAY – WHAT PARENTS AND CARERS CAN DO

ASK WHICH GAME THEY'RE PLAYING AND EXPLORE IT TOGETHER



Don't assume all games are the same. Ask your child to show you the game - whether it's Steal a Brainrot or another - so you can understand what they like or find worrying. Shared exploration builds trust.

ADJUST ROBLOX SAFETY AND PRIVACY SETTINGS

- Activate safety tools:
 - Set chat to "Friends Only" or limit messaging.
 - Disable voice chat for young children.
 - Require approval for friend requests and game invites.
 - Implement spending limits or parental PINs for Robux use.



ENCOURAGE PLAYING ONLY WITH KNOWN FRIENDS OR FAMILY

Suggest they only accept friends they know offline - or play in supervised sessions with siblings or parents. Remind them it's always okay to leave a game if it feels uncomfortable.



SET CLEAR, SHARED BOUNDARIES AROUND PLAY TIME & ENVIRONMENT

- Encourage playing in communal spaces (not bedrooms).
- Limit time on high-stimulus games like Brainrot - especially close to bedtime.
- Make sure screen time is balanced with quieter, creative or physical activities.



'Brainrot-games' is not a single title but a genre, the exact content and risks depend on which game a child plays - making it especially important for parents and carers to stay informed

SPOTLIGHT ON SAFEGUARDING

Understanding Child-to-Parent Violence (CPV)

Child-to-Parent Violence, also known as CPV, is something more families experience than many people realise - yet it's rarely talked about openly. It can be incredibly distressing for parents and carers, and it's common to feel ashamed, isolated or unsure of where to turn. This newsletter aims to give clear, compassionate information and guidance, without judgement or blame.

What is Child-to-Parent Violence?

CPV describes situations where a child or young person uses physical aggression, verbal abuse, intimidation or controlling behaviours towards a parent or caregiver.

It can look like:

- Hitting, kicking, pushing or throwing objects
- Shouting, name-calling or threats
- Destroying property
- Controlling routines, money or family rules
- Emotional manipulation or explosive outbursts

Important reassurance for parents and carers

- **You are not alone.** Many families experience some form of CPV, even if no one talks about it. **It is not a sign of 'bad parenting'.** CPV often emerges from a young person's difficulty managing big emotions, unmet needs, developmental differences, trauma or additional pressures in their life. **You deserve support.** Looking for help is a sign of strength, not failure. **Your relationship with your child still matters deeply** - and can improve.

This is a behaviour, not an identity. Children exhibiting violence are not 'bad kids'. They are struggling and need guidance, boundaries and connection.

What parents and carers can do - supportive steps

Stay calm where possible - safety first



If an incident is escalating, prioritise safety. Step back and create space until your child has calmed.

Notice triggers



Identify what tends to spark outbursts:

- Transitions (bedtime, homework, school)
- Overwhelm, hunger or tiredness
- Demands they find difficult
- Sibling conflict
- Sudden changes

Validate feelings, while holding boundaries



You can say things like:

- "I can see you're upset."
- "Your feelings are real, I'm here to help."
- "It's okay to be angry, but it's not okay to hurt."

Validation helps children feel seen, while boundaries keep everyone safe.

Teach regulation skills - gradually

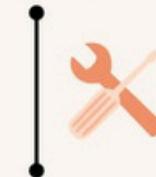


Try practising:

- Deep breathing
- Counting backwards
- Sensory tools (stretch bands, fidget items, weighted blanket)
- Visual schedules

Make these tools normal, not punitive.

Repair after conflict



Once everyone is calm, reflect gently:

- "What happened?"
- "How were you feeling?"
- "What could help next time?"

This builds connection and growth.