

# THE LISCARD BULLETIN

LISCARD PRIMARY, WITHENS LANE, WALLASEY, CH45 7NQ



## Welcome Back



### A Fundraising Thank You

Thank you to all parents/carers and children who supported the fundraising activities last term. We appreciate that there were a number of events in a short space of time. We apologise for the monetary pressure this placed on families. We will do our best to ensure that events are spaced out more evenly across the academic year.

### Choir Visit to St Mary's Church



*Palm Sunday, St Mary's Church*



Members of the Liscard School choir sang at St Mary's Church as part of the Palm Sunday service. They performed a selection of Easter songs. They sang beautifully. We were really proud of them. Thank you to all the children, parents and staff who gave up their own free time to join in the celebrations

### Pupil Absence

Due to possible strike action, bank holidays, and the local Council election this half term will appear quite disjointed. Please make sure that your child attends school every day the school is open.

### Class Closures Due to Further Strike Action

It is very likely the school will continue to be severely impacted by the strike action. **Strike action is planned for Thursday April 27th and Tuesday May 2nd.** In accordance with GDPR rules we are unable to identify the classes that will not be operational on the two days.



Similar to the last two times, the parents/carers of children in classes that are not subject to disruption will be messaged via dojo. All children in these classes are expected to come to school.

The school is obliged to provide a packed lunch for those children who are in F2, Year 1 and Year 2, or children who are entitled to a free school meal in Key Stage 2. A message will be sent out via Arbor to enable us to determine how many packed lunches are needed. The lunches will be sent home with your child the day before strike day (should you want to take up this offer).

Please note:-

Captains and Pirates will run on the strike day, as will the school Breakfast club.

### Staffing Changes

On Friday 31st March we said goodbye to two of our teaching assistants, Mrs Carroll and Miss Kennedy. Mrs Carroll worked at Liscard for fourteen years. She supported a large number of children and was popular with both staff and children alike. Sarah will be sorely missed. She has taken up a post in another Wirral school to work in a nurture base.

Miss Kennedy decided to take up a job outside teaching. We wish them both well.

*Cid Mubarak*



# Celebrating Great Work Opportunities Just Before Spring Break

*Thank you for going above & beyond.*

## Our 2 Year Olds



The children were learning about 'how we grow' investigating size, length, measure, similarities and differences through our role play Shoe shop and hairdressers. The children had great fun with hands on experience washing and styling 'Ms Cooks' hair. They enjoyed acting out different roles, trying on shoes, exploring and using objects and materials.

## Year 1



The children were learning about the properties of materials in science.

## Year 3



Year 3 visited Hebron Hall to re-enact the Easter story. The children absolutely loved working with Richard Dodd and his team.

**BRILLIANT**

**AWESOME!**

## Foundation 2



The children have been reading the story Handa's Surprise. They had lots of fun acting out the story! The children explored the different fruits in her basket and developed their descriptive language. The children made observational drawings and paintings of the fruit and explored the amazing artist Yayoi Kusama.

## Year 2



Year 2 were learning about the Easter story in RE. They listened to an amazing assembly by Richard Dodd. Even though the walk to St. Thomas' church was wet and cold the children enjoyed themselves. They had a lovely time listening to and re-enacting the Easter story.



# ATTENDANCE AWARDS

2JC 98.1%  
5JM 97.8%  
FSC 95%

Let's see which classes have the highest attendance this week!



# WALL OF RECOGNITION

Well done to the following children who have consistently followed the school rules of being kind, working hard and never giving up.

- F1 TOMMY
- F2 JACKSON
- Y1 LEXI
- Y2 FAITH
- Y3 EOIN
- Y4 LUCAS
- Y5 AVA
- Y6 ANGELICA



## Attendance

Well done to Miss Cogan's class who were winners of the attendance trophy for Key Stage 1 for the third week running. Congratulations to Mr Maldon's class who were the winners of the attendance trophy for Key Stage 2.



Mrs Cahill's class had the highest attendance across Foundation 2.

The overall attendance this week is 93.69%.






There were ten classes that had attendance above the national average. Only three classes improved their attendance from last week.



## Every Day Counts



## School Lunches

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Katsu Curry</b> Breaded chicken goujons baked in the oven and served on a bed of basmati rice with a homemade Katsu curry sauce and broccoli</p> 	 <p><b>Homemade Pizza</b> Choose from cheese &amp; tomato, pepperoni or ham &amp; pineapple served with corn on the cob and pasta spirals</p>	<p><b>Roast Dinner</b> Choose from either home roasted meat of the week or a Quorn fillet served with roast potatoes, carrots, cauliflower, Yorkshire pudding and gravy</p> 	 <p><b>Meatball Pasta Bake</b> Choose from beef meatballs or Quorn balls, cooked in a homemade tomato sauce, mixed with pasta spirals, topped with cheese and baked in the oven, served with sweetcorn</p>	<p><b>Fish &amp; Chips</b> Choose from either cod fillet fish fingers, battered cod fillet or Quorn nuggets baked in the oven and served with chips and peas or baked beans</p> 
<p><i>Jacket Potatoes are also available daily as a hot alternative</i></p> <p>or</p> <p><i>A selection of sandwiches, served on sliced bread, wraps and assorted batch with a choice filling will be available daily - ham, cheese, tuna, Chinese chicken, turkey and finally finish with a choice of salad - carrot sticks, cucumber, cherry tomatoes, iceberg lettuce, sweetcorn, coleslaw, beetroot and peppers.</i></p> <p><i>Dessert</i></p> <p><i>A selection of homemade desserts will be available every day as well as Fresh Fruit, Fruit Salad, Yogurts and Cheese and Crackers</i></p>				

## National Online Safety

The latest guide from the National Online Safety below suggests ways for parents/carers and children to manage device stress and anxiety.

## Diary Dates

- Monday 17th April** School Opens
- Monday 1st May** Bank Holiday
- Thursday 4th May** **School closed - Local Elections**
- Monday 8th May** King's Coronation
- Tuesday 9th May** On site swimming lessons begin
- Tuesday 9th May - Friday 12th May - KS2 SATS**
- Friday 26th May** School closes for half term
- Monday 5th June** School re-opens
- Thursday 20th July** School closes for summer

*Eid Mubarak*



Mrs. Sue Talbot  
Headteacher  
B.Ed(Hons) M.Ed NPQH LPQSH

# Helping children and young people with MANAGING DEVICE STRESS AND ANXIETY

The internet and advances in the capability of digital devices have afforded us arguably the fastest period of technological and social evolution in living memory: creating opportunities for us to interact with people anywhere in the world, 24 hours a day. It's also, however, blurred safety boundaries and added new stresses for young people, who are often less aware of the hidden hazards. With almost half of 10–15-year-olds experiencing bullying online and algorithms pushing content in front of our children every day, it's important to know how to address some of these challenges.

## WHAT ARE THE RISKS?

### LIVING ONLINE

The internet is awash with sophisticated algorithms that learn from our online behaviour and try to predict our wants and needs. That's very helpful in some respects, but it can make the online world difficult for children and young people to negotiate. Content can be brought to them at any time – it may not always be appropriate, and children may not have the ability or the support to deal with it.

### PUSHY NOTIFICATIONS

Content is also directed at us through notifications from our apps: letting us know we have a new message or social post to read, for example. While that's useful in some circumstances, it conditions us to keep going back online (and is designed to do so) and can be a near-constant demand on your child's attention. As such alerts become more common, are we experiencing an 'attack of the pings'?

### BLURRED BOUNDARIES

There are now so many ways we can communicate online in real time (like instant messaging apps) or with a delay (such as on social media) that it's possible to be constantly in conversation. Young people often prefer quickfire exchanges of text – but using fewer words can cause distressing miscommunications through the lack of non-verbal cues like facial expressions or tone of voice.

### DIGITAL DEPENDENCY

As devices allow access to immediate external help in challenging situations, it's a concern that children may not be developing the inner confidence to work things out for themselves. Likewise, group membership is hugely important to young people – both in digital and 'real' life – and being excluded from online conversations can cause damaging feelings of loneliness and isolation.

### DISGUISED DISTRESS

Children often haven't yet developed the emotional resources to deal with many of the setbacks of everyday life, so identifying when it's specifically something online that's worried them can be tricky. A certain level of stress is a normal response to a problem: it spurs us into action to keep ourselves safe. If the stress is excessive, though, it can feel overwhelming and potentially lead to anxiety or depression.

### ANTI-SOCIAL SOCIALS

Social media can bring people together in hugely positive ways. Sadly, it does also have a darker side, including 'flame war' arguments which can escalate quickly and have hurtful consequences. With so many people looking on, 'group shaming' situations are also common – while there are continual opportunities for young people to compare themselves negatively with other social media users.

## Advice for Parents & Carers

### LEARN THE BASICS

It's impossible to keep up with every online change or every new app. The best option is to make yourself aware of the fundamentals of how the internet operates, so you can help your child to grasp how – and why – content reaches them. Devices and the digital world can be confusing, so learning to understand them better will give you the confidence to talk to your child about them.

### TALK IT OUT

If a child mentions a comment that's been directed at them in a text chat or on social media, it may sound minor but can actually have a much bigger effect than we realise. In our evolved brains, any perceived threat can get internalised while our body reacts as if we were in physical danger – raising stress levels. It's always worth encouraging your child to get any concerns out in the open.

### PUSH DISTRACTIONS AWAY

Notifications to our phones and tablets can be helpful, but they sometimes make one wander who's really in charge: the person or the device? Checking our phone as soon as it goes off is an easy habit to fall into – especially for young people. Try switching off non-essential alerts on your devices and encourage your child to do the same: you should both feel less triggered and more in control.

### LOOK FOR THE SIGNS

This is tricky – and may depend on the child's age – but any sudden change in behaviour is worth looking out for. If your child seems to be checking their phone or tablet more, doesn't want to be parted from them, or appears unusually secretive, anxious or withdrawn, it could be a sign that something is amiss in relation to their device – and, possibly, that they're in need of extra support.

### KEEP CHECKING IN

Healthy emotional regulation balances three systems: threat, drive and grounding. Down the various rabbit holes of the internet, however, that balance can easily slip away – so it's important to help your child manage their emotions when they're online. Check in with them regularly when they're on their device, and remember that 'distraction' and 'relaxation' aren't always the same thing.

### BE KIND: UNWIND

Be kind to yourselves as parents and carers. Remember that we're all in the same boat, trying to safely guide our children through this complex, fast-moving digital environment. Getting into the habit of having natural, relaxed conversations with your child about their online life (and yours) can level the playing field and make it far easier for them to open up to you about any concerns.

## Meet Our Expert

Dr Carole French-Smith is an experienced counsellor, psychologist who specialises in protecting sets and adults in the communications, the counsellor with and others helps training to businesses and organisations, supporting positive and effective online communications – often by considering some of the more hidden aspects of the various mediums.



National  
Online  
Safety

#WakeUpWednesday

Source: <https://www.childrenscommissioner.gov.uk/report/the-big-hack-big-anxiety/>  
<https://www.org.growth/people/population-and-community/crimson-adjusts/bu/kuh/child-environment-behaviour-and-anxiety-for-10-years-and-gm-archived>