

THE LISCARD BULLETIN

LISCARD PRIMARY, WITHENS LANE, WALLASEY, CH45 7NQ



Generous Donation

We are super proud of Erin who has donated a considerable length of her hair to the Little Princess Trust. Last year, the charity provided almost 2,000 real hair wigs, free of charge, to young people who lost their hair through cancer treatment and other conditions.



Opportunity for Girls Only Rugby

We have received the flyer below giving 10 and 11 year olds girls the opportunity to participate in rugby training. Details are below.



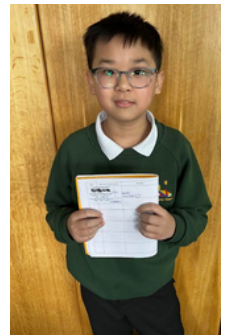
DfE guidance on Mobile Phone Use in Schools by Pupils

Over half term there was an announcement by the Department for Education regarding the use of mobile phones on school sites by pupils. We currently request that children's mobile phones are handed in on arrival and kept securely until the end of the day. So long as children adhere to this rule and parents/carers support us, we do not intend to change this system. However if a child does not follow this rule the staff may have no alternative but to ban a child from bringing a phone onto the school site. If your child has their own mobile phone please regularly monitor the apps/sites they are accessing and restrict screen time. Research shows that children sleep better if they do not use electronic devices after 7:00pm.



Reading Millionaire

It is a considerable achievement for any Key Stage 2 child to read a million words. Andrew has read an amazing TWO million words! Congratulations and well done Andrew.



Disco Time Reminder

FRIENDS OF LISCARD PRIMARY SCHOOL PRESENTS

EASTER DISCO

THURSDAY 14TH MARCH

Years 1&2 - 4.30pm til 5.30pm
 Years 3&4 - 5.45pm til 6.45pm
 Years 5&6 - 7.00pm til 8.00pm

£3 per child includes drink and crisps

TICKETS ON SALE IN GLASS TUCK SHOP AVAILABLE

Fabulous Learning Experiences at Liscard

Year 1



As the grand finale to Year 1's history topic about England's kings and queens, the children had a lovely afternoon at the Monarchs afternoon tea party. They made crowns and had lots of fun.

Year 2



After exploring mark-marking, patterns and studying the finer details in African masks, the children designed their own, focusing on small details and shading using the pressure of their pencil. The children really enjoyed this and worked so hard to perfect their pieces of art.



Year 3



It's been a bit of a STEAM week in Year 3. In science the children have been exploring the properties of magnetism using iron filings. In technology the children have been learning about pneumatic systems.



ATTENDANCE AWARDS

4JO 100%
2EC 99.2%
FSC 98.2%

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 ALBUS
F2 NOAH
Y1 OLIVIA
Y2 CARSON
Y3 AALIYAH-MAE
Y4 OLIVER
Y5 ISAAC
Y6 CAITLYN



Attendance






Well done to Miss Carter's class who were the winners of the attendance trophy for Key Stage 1. Congratulations to Mrs Joynson's and Mrs O'Brien'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 for the second week running. The overall attendance improved this week to 96.2% which is well above the national average. There were twenty-two classes that had attendance above the national average. Eighteen classes improved attendance from the previous week. Thank you for making sure your children attend Liscard every school day.



Every Day Counts



School Lunches

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Curry Day</p> <p>Choose from a homemade creamy chicken curry or a vegetable curry served with Rice, Naan bread and Vegetables</p> 	<p>Hotdogs</p> <p>Choose from a butcher's quality sausage or a Quorn sausage served in a finger roll with homemade potato wedges and corn on the cob</p> 	<p>Roast Dinner</p> <p>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>Meatball Pasta Bake</p> <p>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>Fish & Chips</p> <p>Choose from either cod fillet fish fingers, batter of 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 and finally finish with a choice of salad - carrot sticks, cucumber, cherry tomatoes, iceberg lettuce, sweetcorn, coleslaw, and peppers.</i></p> <p>Dessert</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> <p>Drink</p> <p><i>A selection of drinks will be available daily</i></p>				

National Online Safety



National Online Safety

The latest guide from the National Online Safety below provides information for children who feel they are experiencing bullying.

Diary Dates

March 6th
March 7th

Parenting course
WORLD BOOK DAY
Road safety workshops - Yr 5
Show Some Love sale

March 13th
March 15th
March 28th

Buddhist visitor - Year 4
Comic Relief
School closes for spring break

April 15th

School re-opens for the summer term
Family Support event
School closes for half term

April 18th
May 24th



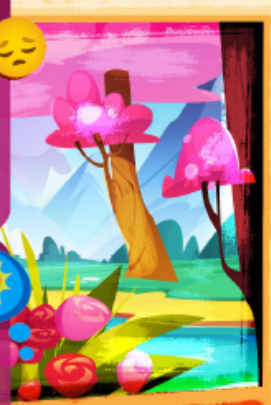
Mrs. Sue Talbot
Headteacher
B.Ed(Hons) M.Ed NPQH LPQSH

Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act out on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.



2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.



3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.



4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.



5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.



6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.



7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.



8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.



9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.



10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.



Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



#WakeUpWednesday®

The National College®

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