

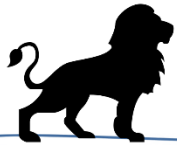


# Allanson Street News

6th December 2024

Our value this month is:

## Courage



### Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via Class Dojos.



### Dates for your diary

- Tuesday 10<sup>th</sup> December - Y2 Nativity
- Wednesday 11<sup>th</sup> December – First Steps Party
- Wednesday 11<sup>th</sup> December – Crafts with parents (Lower Jnr)
- Thursday 12<sup>th</sup> December – Christmas Jumper Day
- Thursday 12<sup>th</sup> December – Reception Nativity



### Reading

**Please make sure you listen to your child read at least 3 times a week and record this in their reading records.**

**For those children not yet bringing a reading book home, please make sure you are reading to them as frequently as possible.**



## This Week's Highlights

In **Nursery** we have started to prepare for the celebration of Christmas. We have listened to the story of the Nativity and learned about the 3 kings that brought gifts to Baby Jesus. The children also looked at some photographs of toys that children in the past received. We had a lovely time decorating the Nursery Christmas tree and putting other decorations around the room.

In **Reception**, we been continuing to practise our Nativity ready for our performance next week. We have been learning songs, dances and retelling the story of Christmas. The children have also been learning about Christmas traditions and how they differ from house to house. In maths, we have been looking at how ways we can make numbers by adding other numbers together.

In **Year 1** we have explored the Polar Express! We worked together with our friends to sequence the story and describe what the children could see on the train. In maths, we have worked hard on our shape knowledge and can name lots of 3D and 2D shapes.

In **Year 2** we have been practising our nativity ready for our performance on Tuesday! We have also been learning about different types of sentences and what punctuation they need as well as beginning to make our flying machines sculptures inspired by Leonardo Da Vinci.

In **Year 3** we have been working hard learning how to subtract two numbers that involve an exchange using the column method. We have also been learning about the human and physical features of the city of Liverpool and locating them on a map using grid references.

In **Year 4** we have started to learn about the country of Spain including its famous architecture, land borders and other important physical and human features. In maths we have been busy polishing our multiplication skills and during our guided reading sessions we have enjoyed learning about the different layers of the ocean and the creatures we might find living there!

In **Year 5** we have really enjoyed finding out about how the Earth moves and can explain why we have day and night. We have also looked at the similarities between different Morpurgo texts and have enjoyed continuing with our class novel Private Peaceful. Some children also performed alongside Y6 children in a fantastic candle lit production that we are all very proud of.

In **Year 6**, we performed our amazing sign language skills for our families. We were fantastic and our families and teachers were so proud of us. In English, we have started writing a balanced argument about whether animals should have been used in war. We have been investigating diffusion and osmosis in science and we've continued sewing our phone cases in DT. It's been a very busy week!

# ★ This Week's Value Stars!! ★

<b>Nursery:</b> Jamie, Lilian, Isaac & Teddy K	<b>Reception:</b> Levi, Ava-May, Bill, Flo
<b>Year 1:</b> Aria, Kevin, River, Sophie	<b>Year 4:</b> Oakley J, Ruby T,
<b>Year 2:</b> Lilah H, Charlie C, Savannah L, Ellis O	<b>Year 5:</b> Shay, Kobe, Nevaeh, Chelsey
<b>Year 3:</b> Olivia, Savannah, Fatima, Jessica	<b>Year 6:</b> Vinny Lee F, Eve S, Jack B, Jacob W

## ★ Weekly Winners ★



The top Oxford Reading Buddy this week:

Students	Logins	Badges earned
Miruna Year 3	7	2



The Times Tables Rockstars winners are:

29th November - 5 December 2024					
Year 3	151	Year 6	92	Year 4	7



This week's tournament:

6th December - 12 December 2024

Year 5 0 Year 3 0

6th December - 12 December 2024

Year 6 0 Year 4 0

## Attendance



**Early Years** – N am 88.5% N pm 86.9%

**RKL 98.9%** **RMC 93.9%**

**KS1** –

**Y1PT 94%** **Y1TE 96%**

**Y2GW 94.7%** **Y2LB 95.3%**

**LKS2** –

**Y3EH 96.7%** **Y3LC 96.7%**

**Y4MC 99.7%** **Y4MM 91.7%**

**UKS2** –

**Y5EK 96.3%** **Y5NO 91.4%**

**Y6JM 95.2%** **Y6LA 98.3%**

(This week's winners are highlighted in yellow)



## This Week's Learning at Home

Word of the Week:

**Nursery** – tradition

**Year 3** – inverted commas

**Reception** – manger

**Year 4** – insulator

**Year 1** – senses

**Year 5** – precariously

**Year 2** – ajar

**Year 6** – osmosis

This free guide brings you up-to-speed on the risks associated with mental health apps, while also letting you know how to safeguard any children and young people using these services.

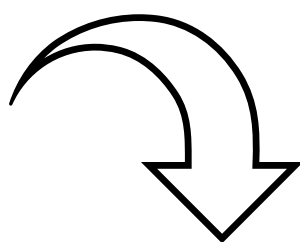
The rise in awareness of mental health issues has given way to several easily accessible services to help with such problems – for example, wellbeing apps promising to serve as an assistive tool for anyone in need of support. While these can be useful to some, there are a few risks which are important to consider – especially if a child or young person is using the app.

Of course, it can be tricky to know exactly where the safety concerns lie with a service intended to help and support its users – and it can be harder still to safeguard younger users. This free guide breaks down the online safety risks of mental health and wellbeing apps, before letting you know how best to keep children and young people safe if they ever wish to use these services.

Sources

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10785842/>

<https://www.england.nhs.uk/supporting-our-nhs-people/support-now/wellbeing-apps/>





# What Parents & Educators Need to Know about MENTAL HEALTH & WELLBEING APPS

## WHAT ARE THE RISKS?

When looking at options for supporting a child's mental health, the sheer volume can be overwhelming. There are many wellbeing apps available, but unfortunately not all are trustworthy. It's important to evaluate which resources are suitable, reliable and effective. This guide lets you know what to consider before installing such an app, to determine just how useful it's going to be.

### QUALITY & RELIABILITY

Mental health apps can be a useful starting point when looking for wellbeing advice and strategies and can be a useful extension to the in-person services available. However, they aren't a substitute. Information on the quality of some of these apps is scarce. They may look cute and child-friendly, but have they been designed by a mental health professional? Furthermore, do they have research to back up their content?

### PLACE RESPONSIBILITY ON CHILDREN

Some apps add the words 'kids' or 'children' to their title or use cartoon icons to make them more appealing to young people. When signing up for some of these apps, some will speak to the parent directly, saying something along the lines of "Your child is good to go. Let them take it from here". It's important to remain involved in the child's mental health journey, so regular check-ins are recommended.

### DISREGARDING APPROPRIATE SUPPORT

Young people who feel anxious and have trouble sleeping may download a mindfulness app to help. While this is a good strategy initially, it's not addressing the root of the problem. A child could simply try managing these symptoms themselves (as opposed to speaking out and seeking professional help), which could potentially worsen their anxiety in the long run.

### LACK OF PERSONALISATION

Mental health or wellbeing apps are useful tools for the short term, teaching users several helpful habits to manage their condition – such as keeping an illness diary, improving nutrition and practising mindfulness exercises. As every person is unique – and children especially will grow and develop in different ways – these apps struggle to tailor themselves to users' individual needs. For example, many apps don't distinguish between the ages of users and can offer extremely generic advice.

### DATA SECURITY

As with any other app – not just those for mental health and wellbeing – it's wise to check out the privacy policy before downloading it. Some of these applications may share data with third parties for numerous reasons (such as targeted advertisements), and if a user is sharing personal and sensitive information within the app, they probably don't want it ending up elsewhere without their consent.

### IN-APP PURCHASES

Many apps will provide their most basic features for free but will require you to pay for other aspects – such as a more tailored experience or access to additional resources. This could be a one-off fee or a regular subscription. Consider whether this is actually required. Is it benefiting the child, or could they receive the same support from a medical professional?

## Advice for Parents & Educators

### CHECK THE CREDIBILITY OF THE APP

Before you download a mental health and wellbeing app, investigate the developers. Have they consulted with qualified mental health professionals to create their resource? Also check whether the app is affiliated with any government or mental health organisations, as these are solid indicators of legitimacy. Reviews can also be a useful signpost to the app's quality. There are many good apps out there, but there are just as many that miss the mark.

### SEEK PROFESSIONAL SUPPORT

Trusted mental health and wellbeing apps designed by qualified, reputable organisations can be used alongside the personalised advice and support of fully trained professionals. These apps should never be considered a substitute for counselling or other tailored medical help. If you have real concerns about a child's mental wellbeing, you should seek appropriate advice from a suitable source, such as their GP – or Childline, who can be contacted by calling 0800 1111.

### READ THE PRIVACY POLICY

Look into the app's terms of service – especially its privacy policy. Do so by yourself first, then go over it with the child who is considering using the app, to ensure they know what data will be collected and how exactly it will be used. Use all of this information to make an educated decision on whether or not to download that particular app.

### ENCOURAGE OPEN COMMUNICATION

Mental health and wellbeing apps can be useful for writing down feelings, tracking your own health and other such activities. These can help if the problem is short-term and temporary – such as a child getting stressed about approaching exams – or if you're currently waiting for professional support. Nonetheless, it is important that children aren't solely reliant on the app and have a safe space to talk about their feelings and experiences in the real world.

### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/mental-health-apps>