

Head Teacher: Mr G Bartrum

April 2025
Issue 85



Rowhill School Mission Statement

Developing the responsible citizen for tomorrow by raising self-esteem and independence through education and care

Rowhill School Spring Newsletter

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Message from the Head Teacher



With the Easter holidays fast approaching I wanted to take the time to express sincerest thanks to all our parents and carers for your continued support. The summer Term will start on Tuesday 22nd April 2025. This is the time of year when pupils get to do lots of off-site educational trips. To make sure that your child doesn't miss out please sign permission slips that are attached to the letters that staff give to pupils with all the details provided. Also during warm weather can you please provide your child with sun block cream and water, (No glass bottles) to keep them hydrated. This is a very important time for our year 11 students who will be sitting a variety of different exams throughout May & June. We wish them all the best and know they will all do the best that they can do. If you have any concerns or questions regarding exams please contact either Sarah Griffey (Head of Secondary) or Trevor Westcarr (Exams Co-ordinator)

Important Summer Term dates:

- Sports day Primary morning of Tuesday 1st July 2025- Timings to be confirmed
- Sports day Secondary afternoon of Tuesday 1st July 2025-Timings to be confirmed
- Year 11 Leavers Assembly -Thursday 26th June-Timings to be confirmed
- Year 6 Leavers Assembly Wednesday 16th July-Timings to be confirmed
- Parents Evening Tuesday 15th July 3.30-5.30
- Summer fete-date to be confirmed
- Secondary Faversham swimming trip-date to be confirmed

A few reminders:

- Mobile phones are not to be in school, please click [here](#) to read further details
- Please click [here](#) for some Top Tips for Summer, created by Fola Sutherland, Rowhill's Occupational Therapist
- Please find a link to encourage students to incorporate more movement into their daily routine [tips to help get children moving for their mental health](#)

As always, thanks for your ongoing support and I look forward to working with you all in the summer term.

Geoff Bartrum
Head Teacher

- Will you be 13½ years or over by September 2025?
- Do you want to learn new life skills?
- Are you committed and will take on a challenge?
- Build up your confidence, strengthen opportunities, develop skills for employment.



Please Contact Ben Inman:
(01474) 705377
Inmanb@rowhill.kent.sch.uk



Tree of Self-Esteem

At Rowhill we love every opportunity to celebrate the positive work and achievements of our pupils, from the academic accomplishments to the day-to-day positive behaviours we see.

Term 3

Brandon – well done for removing and refitting a bicycle tyre and inner tube in your session.

Lucas – We had a long muddy walk in the cold and even though his legs hurt he never gave up. He finished the session amazingly, well done!

Frankie – without any hesitation, he saw another pupil struggling at a challenge, so he went over to help.

Harry – helping another student when they just needed a friend.

Simon – good work in building the mud kitchen forest school.

T2 – Excellent work in spreading the woodchip in forest school.

Tiffany – for supporting learners to do the right thing.

Jovey – for encouraging others to stop swearing and to be nice to others.

Jensen – for supporting others in DT to help them catch up.

Riley – a very proud moment showing T5 his dad's war medals, a big thank you.

Arianna – helping others to learn to ride a bike, she gave up her break to help.

Charlie & Harry – for looking after Ruby (dog).

Sharks – amazing behaviour during their cinema trip.



Resilience & Wellbeing Day – Friday 7th February

The whole school took part in the children’s mental health, the following activities took place:

Sensory circuits: learners took part in movement and balance activities.

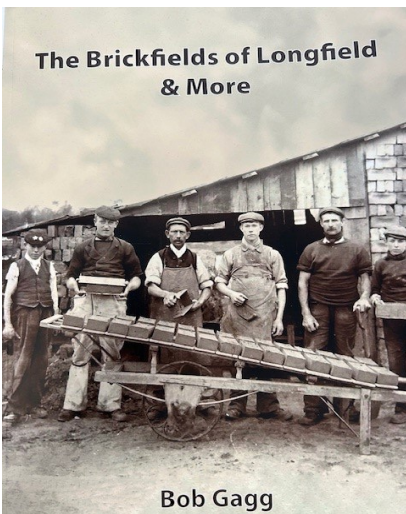
Food Technology: learners made healthy smoothies .

Biscuit decorating: learners showed creativity by decorating biscuits.

Wellbeing activity: learners took part in the wellbeing display.

Kindness activity: learners in their tutor groups identified nice things about each other.

Mental health: learners watched a video and took part in a lesson based task/ discussion.



A local gentleman, Bob Gagg has written a book called ‘The Brickfields of Longfield & More’. We sold several copies in school and raised £150.00 for The Ellenor Hospice in Northfleet.

Mr Gagg has sold over 500 copies and the funds raised will be used to help provide furniture and equipment for the nearly completed accommodation and family room extension due to open in 2025.

Congratulations



Ellen Griffiths, our speech and language therapist, and her husband Patrick welcomed their baby boy James into the world on Monday 27th January 2025.



100 % Attendance

The following students achieved 100 % attendance in Term 2 and attended a pizza party as a reward:

Primary

Eden - Sharks Jayden—Sharks
 Robbie—Sharks Castiel—Eagles
 Leo—Eagles Jovey—Elephants
 Leo—Elephants Keegan—Elephants
 Lily—Elephants Joshua—Elephants
 Harry—Pythons Chester—Pythons
 Riley—Pythons James—Pythons
 Ariana—Pythons
 Paige—Scorpions
 Oliver—Scorpions
 Princess—Scorpions
 Jack—Scorpions

Secondary

Theo—T3 Alfie—T3
 Tiffany—T3 Harry—T3
 Charlie—T5 Brandon—T5
 Matthew—T5 Mason—T6
 Daniel—T6 Harrison—T2
 Oscar—T2 Kieran—T2
 Henry—V2 Liam—V2
 Harry—V3 George—T4
 Megan—T4 Edward—V1
 Preston—T1 Harry—T1
 Charlie—T1 Shayden—T1



In this picture >>>

Jeevan, Ryan, Bailey, Lilly,
Teddy the Pony,
Aimee,
Jack the Pony,
Jayne, Rio.



Knightsplace Equestrian Centre

ACP Horse Riding



Established September 2023



Horse Riding Lessons

Ride with confidence, Gallop into adventure!

Horse riding lessons provide children with a wealth of benefits that extend beyond learning to ride. As kids engage with horses, they build confidence and self-esteem, developing a sense of accomplishment as they master new skills. The responsibility of caring for a horse teaches them empathy and discipline, while the physical workout promotes fitness and coordination. Along the way, children have the opportunity to foster friendships and social skills through group lessons, enhancing their ability to connect with peers.

Horse riding provides an enriching experience that prepares them for life beyond the saddle. Lessons typically cover safety protocols, basic riding techniques, and horse care, creating a fun and interactive learning environment. As children progress, they gain valuable life skills, including patience, perseverance, and responsibility, all while forming a unique bond with animals. Ultimately, horse riding is not just a sport; it's a journey of personal growth and discovery that can significantly impact a child's life.

Term 4

World Book Day 2025



On Thursday 6th March staff and students celebrated 'World Book Day' by dressing up as their favourite book characters. Students had the opportunity to visit Waterstone's in Bluewater and exchange their book token for a free book. We had lots of fun activities going on at school too, which included students reading in our morning greeting time and members of staff reading to groups in our special 'Share a Story' room. Prizes were given to Jacob and Molly in Primary and Harry and Preston in Secondary for the best costumes. Well done to everyone who took part!



Cinema Trip - 13th March 2025

It was a delight to take the following students to see the film Gladiator 2 at the Vue Cinema at Lakeside. A film that lasted nearly 2 and half hours, the students did me proud and represented Rowhill school well.

Thankyou to Zach Pilkinton, Henry Dyke, Sophie Crane and Liam Kemp.

Good Luck Year 11's!

The end of the academic year is getting closer and closer, I would like to personally thank all the year 11's for working extremely hard this year so far. Through my teaching in Construction as well as being the V2 tutor I have seen some great work and I am proud of all your efforts. The exams are fast approaching, continue to use every opportunity you have to work hard and achieve the dream career path you wish to follow.

Ben Inman
V2 Tutor and Construction Lead

Science Week

Rowhill School had lots of fun celebrating 'Science Week'. We had exciting experiments each day during our morning greeting time where students supported staff to 'wow' everyone with exciting chemical reactions!



On Friday 21st March members of Rowhill's therapeutic team celebrated World Down Syndrome Day by wearing bright, colourful and mismatched socks to help raise awareness about difference and Down Syndrome.

What is Down syndrome?

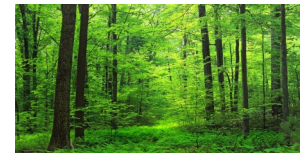
Down syndrome (or Trisomy 21) is a naturally occurring genetic condition, where a person is born with an extra chromosome.

The theme for World Down Syndrome Day 2025 is all about **support**.

Everyone needs support sometimes. The support that we may need will be different for every person, and that's just the same for people who have Down's syndrome.



FOREST SCHOOL



Over the last few months, we have been building a mud kitchen in forest school with our students out of pallets.



Mud kitchens are important for children's development because they foster creativity, encourage exploration, and provide opportunities for sensory, motor and social skills development. They also provide a connection with nature.

This is the finished result! Didn't they do well!!



Our students have really enjoyed playing in it over the last couple of days



We could still do with a few more implements to play with such as spoons, whisks, ladles, mashers etc – so if any of you have any old ones in the back of the draw you are no longer using and would like to donate to the mud kitchen – they would be greatly appreciated.

Weekly Fishing Trips

We continue to offer fishing to our students, which remains as popular as ever.

Fishing is considered to be a good therapy for ADHD young people. It teaches patience and concentration. It encourages 'natural' mindfulness moments.

Fresh air brings young people closer to the natural world, and gives staff an opportunity to engage young people in discussions about the environment and other science related topics like food webs and evolution.



Careers at Rowhill School



On Tuesday 4th March selected year 10's attended North Kent College Dartford to view the campus and see courses/ facilities. This tour supports learners to identify where to go for post 16.

On Wednesday 5th March Helen Whitcher delivered a workshop to year 10's focusing on transition and their options available.

On Thursday 6th March the NHS attended Rowhill School and delivered a workshop to KS3 learners. The session focused on different careers available in the NHS.

On Tuesday 11th March the Construction Youth Trust attended Rowhill School to deliver a Construction based workshop to selected year 11's who are interested in that industry for post 16.

On Tuesday 18th March Rowhill School hosted the 360 Careers Event. 5 learners from Rowhill School, Milestone and Grange Park interviewed 15 different employers. The purpose of this event is to improve interview skills and confidence.

On Wednesday 26th March selected year 10's will attend SupaJam in Swanley for a tour of the campus and see courses/ facilities. This tour supports learners to identify where to go for post 16.

Sports Events

Sports Intervention—AQA Award

As part of our sports intervention we are working towards an AQA unit award, the students are all working well

Improving their understanding of football and learning new skills, I have Rylee. O, Lenny. F, Kai. H, Mason. C, Daniel. B,

Each week the students are showing a great attitude and are all on course to complete the award, well done keep up

Boxing

Lenny has been competing in Reading and Portsmouth, unani- mously winning the bout.

Well done, Lenny!



Swimming

Kieran S. from T2 deserves a special mention for his outstanding participation in the DYG swim- ming competition at Cozenton Leisure Centre in Sittingbourne. Kieran demonstrated exception- al teamwork and leadership, especially as he was competing alongside primary students. He showed great maturity by setting a positive example, modelling excellent behaviour, and sup- porting his younger teammates throughout the event. His commitment, resilience, and sports- manship truly stood out, making him a valuable representative of the school. Well done, Kieran!

Handball



Challenger Troop CIC (Highsted Outdoor Education Centre)

[What a great night we had at the challenger fundraising event 'The Great Tommy Sleep Out'.](#)

Our children were brilliant; making their tents and cot beds, cooking their meals, in addition to night sight activities as a team with other school pupils in the night which was freezing cold(-3°C), moreover staying/surviving away from the luxuries of being with our families! The next day did not prevent any of us from carrying on with the normal challenger activities organised, although we felt exhausted on the way back to school! Thank you all so much for your generosity and sponsorship for our children.



Our Challenger Troop programme provides many opportunities for our students, which among other things builds on their self-esteem, self-confidence, teamwork, resilience, integrity and courage.



Challenger troop continues to offer a weekly provision for both secondary and primary students. For secondary pupils, it is a 12-week course and for primary pupils, it is a 6-week course.



There is a new course starting at the beginning of term 5, please speak to the classroom teachers if you would like your child to be a part of this wonderful experience and opportunity. Syd & Lucy are always here to help and if you have any questions please feel free to ask!

DICE

Understanding the risks young people face in modern society
Information and support for families with teenagers and pre-teens

Believe in children



Barnardo's

Please discuss with your educational setting through the DSL, Pastoral team and/or Family Liaison Officer.
If you are receiving support from a Family Solutions, Early Help Worker please liaise with them.

DICE is a 4-week parenting support programme. It provides families with information, advice and support that can help them to provide a safe and protective environment for their child or young person.

Session 01

Introductions and thinking about the life of a teenager

Session 02

Exploitation and the grooming process

Session 03

Digital Dangers

Session 04

Parenting top tips & support networks





Instagram – New Teen Account Features

- ◇ **You must be over 13 years of age to set up an account.** Instagram is used to post photos and videos as well as send direct messages, make voice/video calls and send disappearing messages. Users can also upload to 'Stories' (which disappear after 24 hours), broadcast live and upload reels (short videos).

Teen accounts – NEW feature

- ◇ Instagram have introduced Teen Accounts to try and create a safer experience for them. With a Teen Account, who they can contact is limited and the content they access will be set to the most restrictive setting to reduce exposure to sensitive content. If a teen would like to override any of these settings, then they will need their parent's permission by setting up parental supervision. These changes will be in place for all new users straightaway so any users that sign up that are under 16 will automatically be given a Teen Account. Existing users will be moved over to Teen Accounts over the next couple of months (in the UK).

Supervision settings – new features

Instagram already offers a supervision facility, but they have added to the features to include:

- The ability to see who your child has messaged in the past week (you will not be able to see the contents of these messages)
- The option to block your child from accessing Instagram at certain times e.g. during school or at night.
- The ability to see what topics your child has chosen to see.

Read the press release from Instagram, which outlines all the upcoming changes:

<https://about.fb.com/news/2024/09/instagram-teen-accounts/>

You may not be seeing everything!

Did you know that you can hide your stories and live videos from specific people so your child could be uploading content but restricting your account from viewing it?

Safety Features

Ensure your child knows how to report posts and people, how to unfollow and block people, delete and turn off comments.

View here: <https://help.instagram.com/269765046710559> Make sure your child understands that there is a risk that content they upload can be shared with others without their permission as other users can screenshot it.



What parents need to know about INSTAGRAM

AGE RESTRICTION
13+
Requires the user to be at least 13 years old

Instagram is a hugely popular social networking app with over 1 billion users worldwide. The app, which is available on iOS and Android devices, allows users to upload images and videos to their feed, create interactive 'stories', exchange private messages or search, explore and follow other accounts they like. Images and videos can be transformed with an array of filters to edit the shot before sharing and anyone with an account can see others' online 'gallery' if their account is set private. To make posts easier to find, users can include searchable hashtags and captions to their uploads. That's why we've created this guide to help parents and carers understand exactly what Instagram is about.

LOCATION

#HASHTAG

HOOKED ON SCROLLING

Many social media platforms, Instagram included, have been designed in a way to keep us engaged on them for as long as possible. Behavioural economist, Mr. Eye, calls this the 'Hook Model' and the Instagram feed is a great example of this. Children and adults may find themselves wanting to try and get a dopamine release. Scrolling may become addictive and it can be difficult to stop until children find that 'something' they are looking for, quickly losing track of time as they get deeper into their Instagram feed.

SLIDING INTO DMS

Direct messages (or DMs) on Instagram allow users to share posts, images, videos, voice messages and calls between each other privately (or in a private group). Even if your child's account is set to private, anybody has the option to message them and send them content. If the person is not on your child's friends list, the message will still be sent to their inbox but the user has to accept their request to see the message.

INFLUENCER CULTURE

Influencers are sometimes paid thousands of pounds to promote a product, service, app and much more on social media. When celebrities or influencers post such an advert, they should add a disclaimer somewhere in the post which states that they have been paid for it. Conversely, this is well-hidden in the hashtags or in the comments of their post, making it unclear that their photo/video is actually an advert. This can be very misleading to young people who may be influenced into buying something (something promoted by somebody they admire, creating a false sense of reality and potentially affecting their mental health and wellbeing).

IMPACT ON WELLBEING

In a report by the RSPH, Instagram was ranked the worst for young people's mental health. Using filters on photos on Instagram can set unrealistic expectations and create feelings of inadequacy. Children may strive for more 'likes' by using realistically edited photos. Judging themselves against other users on the app might decrease their confidence or self-worth. In early 2018, Instagram banned images of self-harm and suicide. Following the suicide of 14-year-old Molly Russell, who had reportedly been looking at such material on the platform, they have extended the ban to include drawings, cartoons and memes.

LIVE STREAMING TO STRANGERS

Live streaming on Instagram allows users to connect with friends and followers in real-time and broadcast on video during broadcast. If your child's account is private, only their approved followers can see their story. It's important to note that they may have accepted a friend request from someone they don't know, which means they could be live streaming to strangers. Children also risk sharing content they later regret, which could be re-shared online for years to come. Public accounts allow anybody to view, so we suggest your child blocks followers they don't know. In early 2019, data gathered by the NSPCC found that sex offenders were grooming children on Instagram, more than on any other online platform.

IN-APP PAYMENTS

Instagram allows payments for products directly through the app. It operates under the same rules as Facebook. Payments, which state that if you are under the age of 18, you can only use this feature with the involvement of a parent or guardian.

EXPOSING LOCATION

Public locations can be added to a user's photos/videos and also to their stories. While this may seem like a good idea at the time, it can expose the location of your child. This is particularly more of a risk if it is on their story, as it is real-time. A photo which includes landmarks in the area, their school/univers, street names, houses and even tagging in the location of the photo increases the likelihood that someone could guess the location, making it easy to locate them. If their account is public, anyone can access their account and see their location.

HUACKED HASHTAGS

Hashtags are an integral part of how Instagram works, but they can come with risks. One person may use a seemingly innocent hashtag with one purpose in mind, but unbeknown to you hundreds of people could be using the same hashtag for something inappropriate or dangerous that your child shouldn't be exposed to.

IGTV

Instagram (IGTV) works similar to YouTube. Users can watch videos from favourite accounts on the platform or create their own channel and post their own videos. It's important to note anyone can create an Instagram TV channel and doesn't have to be friends with a person to follow an account and watch their videos. In 2018 Instagram specialised and removed some of its TV content which featured sexually suggestive imagery of children. As the feature may encourage spending more time using the app, it's important to set time limits to avoid children's sleep or education being disturbed.

@MENTION

Top Tips for Parents & Carers

RESTRICT DIRECT MESSAGES

If your child receives a message from somebody they do not know, encourage them not to accept these messages (report and block) 'this person, this is the only way to stop them messaging your child again. Children can also 'go and look' the individual message to report it directly to Instagram as well as reporting the account itself.

LOOK OUT FOR #ADS

In 2019, the UK's Competition and Markets Authority launched an investigation into celebrities who were posting adverts on social media and not declaring that they were paid for. Influencers must clearly state that they have been paid for their posts, for example using a hashtag like #ad or #sponsored. Teach your child to look out for the signs of a paid post/advert and discuss with them that not everything they see from celebrities is their genuine choice and opinion.

MANAGE NEGATIVE INTERACTIONS

If your child is receiving unwanted or negative comments, they can block that account so that they can't interact with them. This stops them seeing and commenting on their posts, stories and live broadcasts. In addition, your child can instantly delete unwanted comments. Use these tools, turn them off completely and control who can tag and mention them in comments, captions or stories. For everyone, only people they follow, or no one at all.

MANAGE DIGITAL WELLBEING

Instagram now has an in-built activity dashboard that allows users to monitor and control how much time they spend on the app. Users can add a 'daily reminder' to pop a limit on how much time they want to spend on Instagram, notifying them to consider if it's been too long. In addition, when users have caught up with all the previous posts since they last logged on, they'll receive a 'you're completely caught up' message. Both features can help you have a conversation with your child about how much time they are spending on the app and to set healthy time limits.

PROTECT PERSONAL INFORMATION

Your child may unfortunately give away personal information on their profile or in their live streams. Talk to them about what that personal information is and make sure that they do not disclose anything, including their location, to anyone during a live stream, comment, direct message or by other tool for communicating on the platform, even to their friends.

USE A PRIVATE ACCOUNT

By default, any image or video your child uploads to Instagram is visible to anyone. A private account means that you have to approve a request if somebody wants to follow you and only people you approve will see your posts and videos. Children should also use a secure password and enable a two-factor authentication to add an extra layer of security to their account.

FILTER INAPPROPRIATE COMMENTS

Instagram has an anti-bullying filter, which hides comments relating to a person's appearance or health. The filter will also alert Instagram to reported problems so that they can take action against the user if necessary. This is an automatic filter, which should always be enabled. Children can also report abusive behaviour or inappropriate offensive material directly to Instagram from the app. This includes posts, comments and accounts.

TURN OFF SHARING

Even though this feature will not stop people from taking screenshots, it will stop others being able to directly share photos and videos from a story or a message to another user. This feature can be turned off in the settings, the site recommended is using all the features with the automatic sharing photos and videos from a story to a Facebook account.

REMOVE PAYMENT METHODS

If you are happy for your child to have a card associated with their Instagram account, we suggest adding a PIN which needs to be entered before making a payment, this will also help prevent unauthorised purchases. This can be added in the payment settings tab.

DON'T FORGET TO BE VIGILANT & TALK TO YOUR CHILD ABOUT THEIR ONLINE ACTIVITIES!

Meet our expert

Parvaz Kaur is a social media expert and digital media consultant who is passionate about increasing the digital literacy of parents and children. She has extensive experience of working in the social media space and is the founder of Kids N' Co., a web resource helping parents and children thrive in a digital world.



CHAT



POLL



National Online Safety

#WakeUpWednesday



Self-regulation strategies for kids

By Fola Sutherland

Occupational Therapist & Sensory Integration Practitioner

What is self-regulation? It is essentially the ability to control your emotions, behaviours and responses. It can help to manage difficult situations, deal with challenges and achieve your goals. It involves some level of reflection and understanding of emotions, too. This is something both children and adults struggle with from time to time. Here are some tips which may support your children in developing this essential life skill.

Recognise emotions – Just like we teach kids how to ride a bike, or drink from a cup. We need to teach them how to manage their emotions. This starts with being able to recognise and label different emotions. Happy, scared, excited, angry etc.

Identify triggers – Try to observe your child in different situations and settings, and start to notice what triggers emotional dysregulation and meltdowns. This is a key first step in understanding their behaviour.

Develop a toolkit – Self-regulation does not mean a child is **always** happy and calm. It simply means that they have a coping toolkit. This toolkit helps get them to a better emotional state and regain control of their behaviour.

Teach calming strategies – yoga, exercise, deep breathing or taking a walk in nature are things which can boost serotonin and help to calm children down.

Provide sensory input – Sensory input such as tactile (touch, hugs, textures), vestibular (swinging, rocking), proprioceptive (deep pressure, massage, weighted items), auditory (calming music, white noise, ear defenders), can all be calming and regulating to our nervous system. It is important to identify with your child which of these they like and dislike in order to better support them.



I hope you find some of these tips helpful. If you wish to discuss anything further, please contact Fola Sutherland, school Occupational Therapist, who is available on Wednesdays.

Staying Safe Online

At Rowhill school we are very keen for our students to safely experience the wonders of technology. As well as using all of the basic software programmes such as; Word, Power point, Excel, Publisher and Database, we cover block coding in Computer science.

We also take online safety very seriously.

In the Primary and Transition Hubs we make wallet cards with details of helplines, and encourage our students to give them to people who may need help.

Parental support to safeguarding your child on line

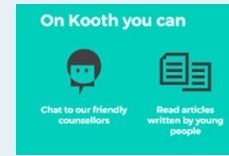
Please see attached flyers regarding parental advice to keeping your child safe on line

This information is also available on our school website

Please contact CEOP or 101 Police to report any online abuse immediately

Resources

Kooth offers emotional and mental health support to 11–19 year olds. www.kooth.com



Childline: no problem is too big or too small. Children and young people can call free on 0800 1111 or get in touch online.

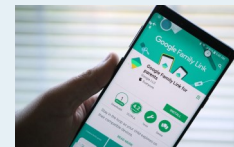
www.childline.org.uk



National Online Safety: help equip school staff, parents, and pupils with the knowledge they need to understand online dangers. [National Online Safety - Family Toolbox](#)



Family Link is a highly recommended app that lets you set digital ground rules for your child using devices. It is compatible with android and apple products.



The Kent Resilience Hub

The Kent Resilience Hub is a resource that helps young people, parents and carers, staff and practitioners to understand emotional wellbeing and resilience.

<https://kentresiliencehub.org.uk/>



Term Dates 2024—2025

2024 -Term 1

Monday 02 September 2024 – Training Day school closed to pupils
Tuesday 03 September 2024 – Training Day School closed to pupils
Wednesday 04 September 2024 – Friday 25 October 2024
Break – Monday 28 October 2024 – Friday 01 November 2024

Term 2

Monday 04 November 2024 – Friday 20 December 2024
Monday 11 November 2023 – Training Day school closed to pupils
Christmas Break: Monday 23 December 2024– Friday 03 January 2025

2025 - Term 3

Monday 06 January 2025—Friday 14 February 2025
Friday 10 January 2025 – Training Day school closed to pupils
Break – Monday 17 February 2025 – Friday 21 February 2025

Term 4

Monday 24 February 2025 – Training Day school closed to pupils
Tuesday 25 February 2025 – Friday 04 April 2025
Easter Break – Monday 07 April 2025 – Monday 21 April 2025
(Bank Holiday – Friday 18 April 2025 & Monday 21 April 2025)

Term 5

Tuesday 22 April 2025 – Friday 23 May 2025
Break – Monday 26 May 2025 – Friday 30 May 2025
(Bank Holiday – Monday 05 May 2025 & Monday 26 May 2025)

Term 6

Monday 02 June 2025 – Tuesday 22 July 2025

We look forward to welcoming our students back on Tuesday 22nd April 2025

Reminders

Contact Details: Please can you inform the school of any changes to your contact details, including mobile phone numbers and emergency contact information. We should not need to contact you often, however when we do, we really need to, and if we aren't aware of changes this can delay the process of sharing information with you.

No Smoking: Please can we remind all parents and carers that Rowhill School is a no smoking site, neither vapes or cigarettes are permitted to be used. We thank all parents and carers for their support in ensuring their child does not bring these into school.

Absence: If your child is absent from school, please can you inform the school on the first day of the absence. Should you wish to discuss any attendance issues, please speak to Cathy Webb (DSL). Cathy can be contacted on 01474 705377 ext 141.

Medical Forms and Medication: If you have recently received a medical form please can you return this to Natalie Russell as soon as possible. We also ask that parents and carers ensure we have a sufficient supply of medication for their child for the term . Thank you.

OSI Online Support and Intervention for Child Anxiety
NELFT NHS
NHS Foundation Trust

OSI - ONLINE SUPPORT FOR PARENTS AROUND CHILDHOOD ANXIETY

Being away from caregivers General worries School worries

DOES YOUR CHILD HAVE PROBLEMS WITH ANXIETY?

Bedtime fears Social worries Phobias (e.g. spiders, dogs, injections) & more

OSI (Online Support and Intervention) is an online platform designed to help parents to learn tools and techniques to help their child (aged 5 to 12 years old) to overcome difficulties with anxiety.

Parents work through weekly online modules that contain videos, quizzes, and interactive worksheets. Parents are also supported by a weekly telephone/videocall appointment with a practitioner.

You can access OSI at a convenient time for you using any electronic device!

Best care by the best people

OSI Online Support and Intervention for Child Anxiety
NELFT NHS
NHS Foundation Trust

OSI - ONLINE SUPPORT FOR PARENTS AROUND CHILDHOOD ANXIETY

FEEDBACK FROM PARENTS / CARERS

"My son's anxiety has noticeably declined, and I feel much more confident...we worked together on a specific goal and I have to say it was life changing. I even used it for my daughter about a fear she had and again, I can say that it worked for her too."

"It has been tremendously worthwhile for us, and I have a happier child now as a result."

GET IN TOUCH:

Scan the QR code for more information on OSI.

If your child attends one of our schools, and you are interested in learning more about OSI and whether this is the right support for you, please email our team at: EWandESTenquiries@nelft.nhs.uk

Best care by the best people