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# NORTH STAR 82°

Issue number 11.

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## Head Teacher's Message

Dear Parents and Carers,

It has been lovely this week to welcome the sun back. Playtimes have included some folk lying down on the astro and just soaking up the warmth! As it gets warmer and sunnier, we will be in touch to confirm measures for protecting our children from sunburn etc..

This week the children have been busy earning minutes of Golden Time. Climbing the ladder to Golden Time has given them visual reminders through the week and many have found it helpful to see that, even when they have a challenging morning, they can still earn minutes later in the day.

Also children have been focused on earning back football as a breaktime option. The football enthusiasts have been amazing at finding new games to play together as well as learning how to leave playtime disagreements in the playground. We are very proud of them that they have been so positive in their approach.

Most of you will now have had your parents /carers meetings and I hope you have enjoyed the chance to catch up with staff, see your children's books and find out how well they are doing. If you have not yet been able to make an appointment, I would encourage you to do so. Even if you speak regularly with your child's teacher, it is good to have an opportunity to meet in person to celebrate our their progress and successes.

Best wishes

Amanda Tapsfield



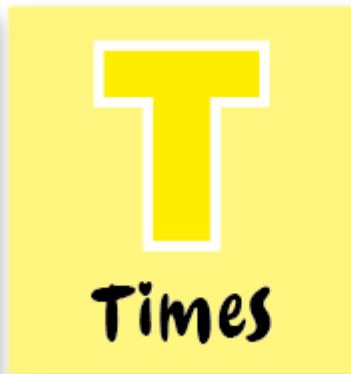
## Life Down the Plug Hole!

Last week, we had an amazing visit from Wessex Water who did a workshop with each class. We took part in:

**Sewer surprise** – we dipped into the feelie box and discovered the items Wessex Water come across that should not be put down the sewer. We found mobile phones, keys, toys, toilet roll holders, wet wipes, food, crisp packets but don't panic, all items were clean and had never been anywhere near a sewer.

**Shake test** – different samples of 'paper' were put into litre bottles of water (eg, toilet paper, hand towels, wet wipes) to see why we use toilet paper, apart from the obvious reason, and why you should never put wet wipes down the loo. We were all surprised at how quickly toilet paper disintegrated.

**Smelly water** – We took turns to smell (not drink) the different types of water Wessex Water comes across (river/reservoir water, tap water, 'dirty water' which has been put down the plughole and sewage water).



## Our Anti-Bullying Ambassadors

In North Star 82, each class chooses one anti-bullying ambassador, from each class, and we even have a chairman. We meet up every two weeks and talk about how to prevent bullying in the school. All our anti-bullying ambassadors wear anti-bullying badges around school.

In the most recent meeting, we talked about behaviours in the playground and how to prevent bullying. If someone is being bullied, they can fill out a bullying report or tell the anti-bullying ambassadors. Bullying reports are found in every classroom and the adults in school will use these to investigate what has happened and what needs to happen next.

Bullying can be described as STOP (Several Times on Purpose.) There are different types of bullying, including indirect, physical, online and verbal. Our anti-bullying ambassadors are doing a fantastic job at preventing bullying at North Star and keeping everyone safe and happy at school.

Written by Archie, Hazel Class

# SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

## A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to military conflicts around the globe, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

### 1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.



### 2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



### 3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.



### 4 EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



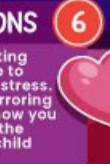
### 5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



### 6 CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



### 7 SET LIMITS

Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.



### 8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once; instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



### 9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



### 10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



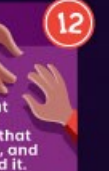
### 11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



### 12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.



### Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



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Sources: <https://www.bbc.com/news/health-5647005> | <https://www.chitnet.com/blog/supporting-your-child-with-upsetting-content/> | <https://www.unicef.org/parenting/how-talk-your-children-about-conflict-and-war>