



Friday 19th July 2024

Pennoweth News

Welcome to the penultimate issue of our Pennoweth Newsletter for the 2024– 2025 year.

This week has been a blockbuster with 'Tribal Week' taking centre stage, alongside our annual sports days, beach trips and usual Classroom learning. It is safe to say that we have certainly saved the best till last!

Before we go any further, we would like to say a special thank you to our school community who turned out in mass over the past few days to support and cheer on our children throughout the sports days. I think we can all agree that this was a well attended event that allowed our pupils to show their sporting ability, whilst also offering an element of competitiveness and team building skills as the children all contributed to gaining points for their tribes!

Before we dive into the weekly roundup, we would like to let you all know that we will be sending out a final newsletter, next Wednesday, with key dates for the new year. Make sure to have your diary at hand!

Nursery/Reception

In Nursery and Reception this week we have been very busy.

On Wednesday we had our sports day, the children showed so much bravery racing in front of so many wonderful cheering grown-ups. While waiting for their race they showed great teamwork by cheering and encouraging their friends. I think the favourite race of the day was definitely the long-awaited water race at the end.

Thursday was our beach trip to Porthtowan.

It began with the excitement of finding our seat on the coach, and the smiles never stopped all day.

Once at the beach we had a talk from Louis the lifeguard, the children had lots of questions for him and he talked to us about which flags we needed to paddle between, and where we might find crabs among other things.

During the day the children had the chance to go rock pooling, build with the sand, and create rock sculptures. After lunch the children went paddling, it was lovely to hear the squeals of delight as they dipped their toes in the water, jumped the waves and splashed with friends. It was a wonderful day and the children listened so well during the whole day. Thank you so much to all of the adults who helped us, we could not have done it without you.

Keystage One

This week the Keystage One children enjoyed taking part in the different tribal activities. The children worked well in their tribal teams to help and support each other with the different activities. We saw some brilliant teamwork. And communication skills throughout the week. Well done KS1.

Keystage Two

Year 6 have had an incredible ending to their time at Pennoweth! We can't believe that they only have a couple of days left! On Tuesday, Year 6 had their leavers celebration, with each child receiving a personalised award, leavers hoodie and other goodies. It was an amazing evening with delicious food made by our very own Zoe in the kitchen. Year 6 sung their hearts out and made us very proud. They will be performing their end of year production to the rest of the school on Monday before having a pizza party on Tuesday afternoon to celebrate their last few days at Pennoweth. We cannot wait to see what these children will accomplish in the next few years and we send them off to secondary school with so much love!

School Lunches

Week beginning 22/07/24

(Week 3 choices from the Summer Term Menu)

Chartwells meal menu is on the school website

Our phase email addresses are:

eyfs@pennoweth.cornwall.sch.uk (for Nursery and Reception)

KS1@pennoweth.cornwall.sch.uk (for Years 1 and 2)

lowerKS2@pennoweth.cornwall.sch.uk (for Years 3 and 4)

upperKS2@pennoweth.cornwall.sch.uk (for Years 5 and 6)



Dates for your diary

*Start of Summer Half Term
Two*

Tuesday 4th June 2024

*End of Summer Half Term
Two*

Wednesday 24th July 2024

*Please view page two of the
Newsletter for further term
dates.*

Nusery & Foundation's Visit the Beach!



Pictures from Wood work Club

KS1 woodwork club have worked really hard this term to create a CAM toy each! They all measured and cut their pieces of wood using all the correct tool and equipment safely and confidently. Keep up the amazing work!



Our DNA

Everything we do in school is shaped by our Pennoweth DNA statements. Each week each phase team identifies one child who has done a fantastic job of demonstrating each strand of the DNA. Well done to all the children below.

We are safe.

We feel loved.


We take responsibility.

We are always learning.

We are ready.

Quality	Year R, Y1 and Y2	Year 3+4	Year 5+6
Safe	Vihan (Gwithian)	Shiv (Godrevy) Carson (Lizard)	Tyler (Geevor)
Loved	Raife (Tintagel) Rogan (Restormel) Maisie (Newlyn)	Favour (Godrevy) Abi (Lizard)	Tilly (Geevor)
Responsible	Kodi (Restormel) Ethan (Mevagissey)		Ana (Poldark)
Learning	Dovie (Porthcurno)		Freddie (Levant)
Ready	Harper (Tintagel) Freddie (Mevagissey)	Amelia (Pendeen)	Harley C (Poldark)

Congratulations to our stars of the week from each Class! Well done everyone!

Pendennis Daily Awards	Tintagel Whole Class
Restormel Whole Class	Porthcurno Lincoln
Gwithian Freya	Newlyn Oscar
Mevagissey Miley	Pendeen Ollie
Godrevy Olivia	Lizard Eleanor
Levant Olivia	Geevor Kingsley
Poldark Evie	

Read Write Inc.
Phonics



Headteacher's

Phonics Star of the Week

Awarded to

Reuben (Tintagel)

19/07/24

C. Andrews

Date



Signature



Read Write Inc.
Phonics



Headteacher's

Phonics Star of the Week

Awarded to

Caya (Gwithian)

19/07/24

C. Andrews

Date



Signature



Attendance

We aim for all our children to have at least 96% attendance throughout the year.

Overall attendance for this week was

91.3%

see below for the attendance for each class last week.

Pendennis	86%
Tintagel	92.4%
Restormel	90.9%
Porthcurno	87.9%
Gwithian	90.8%
Newlyn	97.4%
Mevagissey	91.7%
Pendeen	94.7%
Lizard	96.3%
Godrevy	85.5%
Levant	92.6%
Geevor	92.1%
Poldark	89%

Congratulations Newlyn class!

Unauthorised Exceptional Leave of Absence Information

The law requires parents to ensure their children receive an efficient full time education, and every minute of every day is important. Please help them not to miss any of the valuable time.

We hope that when you read the information outlined on our website, you will consider that your child's education is too important to take on

holidays during term time.

If an unauthorised leave of absence is taken, this may incur a penalty

notice being issued under Section 444A and 444B of the Education Act 1996. This carries a fine of £60 if paid within 21 days or £120 if paid after this but within 28 days. Failure to pay the penalty notice will result in Court action.

Unauthorised Late Information

If your child is arriving late—after the register has closed at 8:50am it will be coded as a U which, is an unauthorised late mark. If your child accrues 10 unauthorised late marks within 100 sessions (10 weeks) you will be committing an offence under the Education Act 1996.

The School may refer the matter to Cornwall Council who may decide to take legal action against you, issuing a penalty notice under section 444A and 444B of the Education Act 1996. This carries a fine of £60 per child, per parent if paid within 21 days or £120 if paid after this but within 28 days. Failure to pay the penalty notice will result in Court action.

Persistent absences/unauthorised lates, not authorised by the school, may result in a prosecution in the Magistrates Court, leading to fines up to £2500 and/or custodial sentences.



Online Safety Update

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about **WORRY AND ANXIETY**

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.

DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.

WHAT ARE THE RISKS?

LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.

ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.

Advice for Parents & Educators

ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.

CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.

TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.



The
National
College

Attendance Support

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: nationalcollege.com/guides/school-avoidance

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Further News and Announcements



Pennoweth Nursery

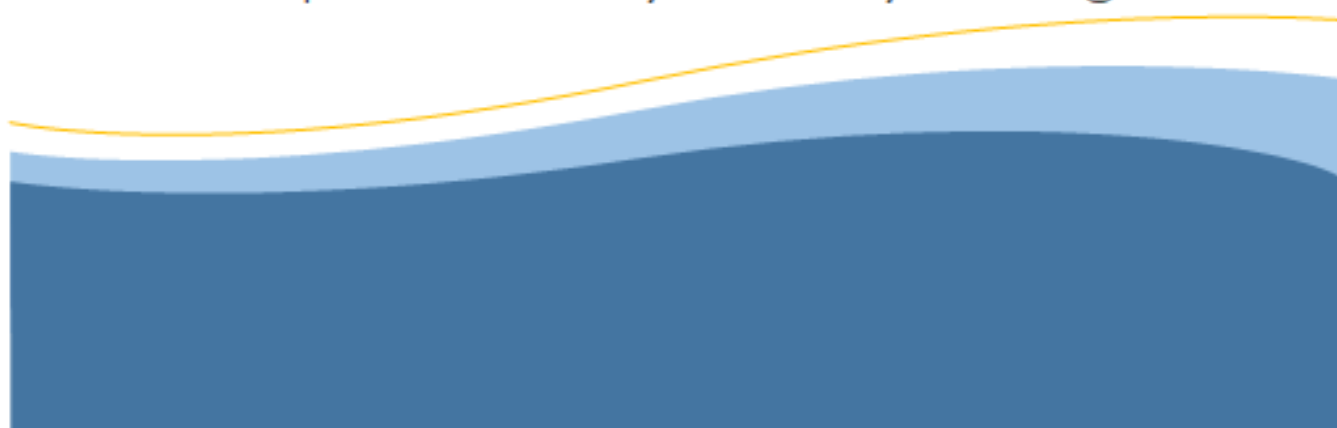
September 2024 places

Do you have a child born between
01-04-21 and 31-08-21?

If so, they will be eligible for 15hours free
education here at Pennoweth Nursery.

To apply for a place in September please pick
up a nursery admission form the school office.

For more information or to arrange a visit
please contact Miss Booth on 01209 215671
or email pennowetheyfs@croftymat.org



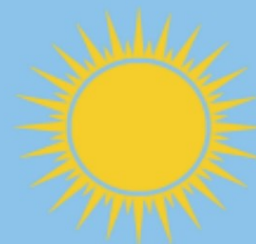
Further News and Announcements

2024

THE
READING
AGENCY

Summer Reading Challenge

Delivered in partnership with libraries



Marvellous Makers



TAKE PART IN THE SUMMER READING CHALLENGE WITH CORNWALL LIBRARIES

Aimed at children aged 4-11, it's a fun reading challenge that takes place over the summer holidays. Children just need to read 6 books from any library in Cornwall over the holidays to win temporary tattoos, air dry clay, stickers, a medal and a swimming voucher.

There is also a mini challenge for children aged 0-3.

SIGN UP IN REDRUTH LIBRARY!



summerreadingchallenge.org.uk



Supported using public funding by
**ARTS COUNCIL
ENGLAND**



**Cornwall
Libraries**

THE
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AGENCY

Celebrating
creativity

CREATE

Further News and Announcements



WHATS ON SUMMER 2024



Scan the QR code for booking
or follow this link for more information:
discoveredredruth.co.uk/whats-on
or ask in Redruth Library for details

Further News and Announcements

Come and try Judo

First two classes are free 4th June 2024

All ages welcome from 5 onwards

Learn
discipline
through a
traditional
martial art

Reach new
goals

Create new
friendships
that last a
lifetime

Learn to
cope with
success and
failure
through
sport

Create a
healthy mind
and body

World
and
Olympic
sport

Be part of a team whilst
focusing on individual
achievement



All instructors are fully qualified, insured, DBS checked and hold first aid and safeguarding certificates.



Members of the
British Judo Council
Affiliated to the British
Judo Association



CARN BREA JUDO CLUB – Est 1974

facebook.com/CarnBreaJudo/

Location; Roskear School main hall

Time; Tuesday 6pm to 7pm (beginners) 6pm to 8 pm (graded players)



Further News and Announcements



WHERE CHILDREN ARE FREE TO PLAY

SUMMER PLAYSCHEME

THURS 25 JULY -
TUES 3 SEPT
11AM-4PM

Closed BH Mon 26 Aug

Free hot meal @ 12:30pm

For ages 7-16

Children must be registered
New users must book an
induction visit before they
attend by contacting
manager@gwealantops.org

www.gwealantops.org
TR152ER



LEVELLING
— UP —

