

# Cedars Park Primary School

## School Bulletin

Friday 9th January 2026

### Notable Dates

**Mon 12th Jan**—Disco  
Reception 2.30—3.30pm  
Year 1 3.45—4.45pm  
Year 2 & 3 5—6pm

**Mon 19th Jan**—Disco  
Year 4 3.15—4.30pm  
Year 5 & 6 4.45—6pm

**Wed 28th Jan**—Year 1  
Hollytrees Museum

**Tues 3rd Feb**—Parent Consultations 3.30pm—6pm

**Thurs 5th Feb**—Parent Consultations 3.30pm—6pm

**Wed 11th Feb**—Year 4 West Stow Anglo-Saxon Village

**Wed 11th Feb**—Year 3 Stone Age Workshop

**Thurs 12th Feb**—PTA Cake & Uniform Sale

**Fri 13th Feb**—End of Half Term

**Mon 16th—Fri 20th Feb**—Half Term

**Mon 23rd Feb**—Pupils return to school

### Lunch Menu w/c 12th January 2026

**Monday**  
Vegan Sausage Roll with Wedges

**Tuesday**  
Chicken Curry or Vegetable Chicken Curry with Rice and Mini Naan

**Wednesday**  
Roast Beef or Quorn Sausages with Yorkshire Pudding & Roast Potatoes

**Thursday**  
Hawaiian Pizza or Margherita Pizza with Herby Diced Potatoes

**Friday**  
Fish Fingers & Chips

*Jacket Potatoes available daily*

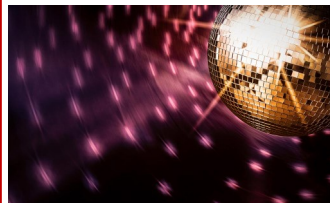
### Happy New Year and Welcome Back!

Happy New Year to you all and welcome back to a very wintery start to the Spring term. We hope you all had a good Christmas break.

Despite Spring term being the shortest of the year, staff and children will still be squeezing in an awful lot of learning and extra curricular opportunities. We look forward to sharing these with you over the coming weeks.



### PTA Discos



The PTA discos will be taking place over the next two Mondays. This coming **Monday (12th January) is for EYFS (2:30pm—3:30pm), Year 1 (3:45pm—4:45pm) and Year 2/3 (5pm—6pm)**. Please refer to the letter sent out via email on the 9th December for further details.

Just as a reminder, children should be **dropped off via the school office** and then **collected from the playground** via the external double doors to the exhibition area.

As the **reception disco** starts during the school day, these pupils can **come into school in non-uniform** so that they are ready.

Also, as the **Year 4 disco** begins directly after school please **send your child in with a change of clothes** for the disco. They will then be able to get changed before the end of the day. Year 4 will then go directly to the disco when the school day finishes.

### Calm Club

At lunchtimes we will be running a Calm Club. As a school, we identify that some pupils may, on occasion, have the need for a quieter space at lunchtimes. The Calm Club will provide this with a range of activities on offer for children to engage in. In addition, this club will offer targeted support to children in developing their social skills and to promote positive behaviours.

Some pupils may be directly invited by school to attend this club, in agreement with parents, to support them with identified emerging or established needs.

Children at Calm Club not only have the opportunity to take part in games and activities indoors, but will spend time outside too.

For more information, please do speak to your child's class teacher.

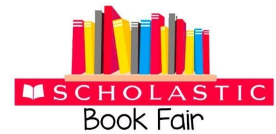


## Parent Consultations



Spring Term **parent consultations** are fast approaching. These will be held on **Tuesday 3rd February (3:30pm-6pm)** and **Thursday 5th February (3:30pm—6pm)**. Communication will follow soon to let parents and carers know when the booking system (via Arbor) is live so you can arrange to meet with your child's class teacher(s).

As always, the Book Fair will be in school across the week and further details on this will be with you in due course.



## What I wish my parents or carers knew: A guide for parents on managing children's digital lives—a message from Dame Rachel De Souza, Children's Commissioner

Miss Suhail received an email this week from Dame Rachel de Souza (Children's Commissioner) regarding her newly published guide: [What I wish my parents or carers knew: A guide for parents and carers on managing children's digital lives.](#)

Supporting children's safety is a shared responsibility between families, schools and wider society. For parents and carers, this responsibility has become increasingly complex as children's lives are now deeply intertwined with the digital world. Many parents face difficult decisions about how to balance protecting children from online harm with enabling access to spaces that are now central to learning, socialising and play.

Dame Rachel's guide was written with direct involvement of children in England and it is a reflection of their views. What is interesting is that when she spoke to children about what they would do differently when it comes to being online, with the benefit of hindsight she asked them: would they give a smartphone to their own child/teenager. They almost all unanimously said 'no'. They wanted to be protected from it as long as possible.

As parents, carers and educators, our job must begin and end with our children's care and safety. It is what they expect and want from us.

As one young person told Dame Rachel: "Don't be afraid to be firm... If you are worried [that] your child is seeing harmful content and you don't know what they're watching and it's affecting the behaviour, just take it that you know best – they don't."

We encourage parents and carers to take a look at the guide and hope that you find it to be a useful and informative resource.



### Class Cookies

Well done to **Kittiwake in Reception, Dove in Year 2 and Jackdaw in Year 6** for having the joint highest attendance this week.



### No Nuts

We are a nut free school!

### Attendance

This week's attendance was as follows:

Reception: 98.52%

Year 1: 95.26%

Year 2: 99.44%

Year 3: 95.83%

Year 4: 97%





Year 5: 97.64%

Year 6: 98.24%

Well done to **Year 2** for having the highest attendance.

### Cedars Stars

Well done to this week's Cedars Stars!

 <b>Reception</b> Mia S Archie C	<b>Year 1</b> Benjamin C Theo B	<b>Year 2</b>  Libby C Hannah H
<b>Year 3</b> Olivia-May W Sophia B	<b>Year 4</b> Freddie G Zachary B	<b>Year 5</b> Marley C Evelyn F
	<b>Year 6</b> George B Fletcher E	

### Year 4 Swimming

Year 4 pupils will be starting their swimming lessons at Mid Suffolk Leisure Centre on Monday as part of the PE curriculum.

Pupils will be taken to and from the leisure centre by coach. They will require:

- A full swimming costume (no bikini or tankini) or
- Trunks/swimming shorts (not Bermuda shorts)
- Towel
- Swimming cap
- Goggles (optional)



A reminder that earrings are **not permitted** during swimming lessons. Please ensure your child has these out or is able to take them out themselves before the swimming session.

# 10 Top Tips for Parents and Educators

## DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

### 1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

### 2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

### 3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

### 4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

### 5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

### 6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

### 7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

### 8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

### 9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

### 10 BE PATIENT - HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

### Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



Wake Up Wednesday

The National College

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