

Notable Dates

Mon 23rd Feb—Pupils return to school

Mon 23rd Feb—Steel Pan Caribbean Workshops

Tues 24th Feb—Rec & Year 1 Dental Survey

Thurs 26th Feb—Year 2 Traffic Survey (Local walk)

Mon 2nd March—Year 5 Chocolate Workshop

Thurs 5th March—World Book Day

Fri 13th & Sat 14th March—Year 5 Space Sleepover

Fri 20th March—PTA Non Uniform for PTA Choc Bingo

Fri 27th March—Last Day of Term

Sat 28th March—PTA Choc Bingo (Details to follow)

Mon 30th March—Fri 10th April—Easter Holidays

Mon 13th April—PD Day

Tues 14th April—Pupils Return to School

Lunch Menu w/c 23rd February 2026

Monday

Tomato & Basil Pasta Bake with Garlic Bread

Tuesday

Chicken Burger or Quorn Chicken Burger with Wedges

Wednesday

Roast Chicken or Roast Quorn Fillets with Yorkshire Pudding & Roast Potatoes

Thursday

Pepperoni Pizza or Margherita Pizza with Herby Diced Potatoes

Friday

Fish & Chips or Veggie Fingers

Jacket Potatoes available daily

Cedars Park Primary School

School Bulletin

Friday 13th February 2026

World Book Day—Thursday 5th March

This year, World Book Day takes place on **Thursday 5th March**. At Cedars Park, we love to celebrate World Book Day and champion reading for pleasure because it seriously improves children's lives.

It would be great to see all children dressing up as their favourite character or book. The book choice is what we will be celebrating - the costume can be from head-to-toe or a small prop. It could even be a written clue! Please see this link if you are in need of ideas. <https://www.worldbookday.com/resources/2026-1-e1-50-dressing-up-ideas-pack/>

During the day, teachers across the school will be reading their favourite books and every child will be able to choose which book they would like to listen to.

In addition, we would like to invite you into school on the day to join us in celebrating reading with your children. This would include spending time reading a range of books with your child in their classroom. This also gives you a chance to speak to the class teacher about reading in your child's year group and the types of books they read in class.

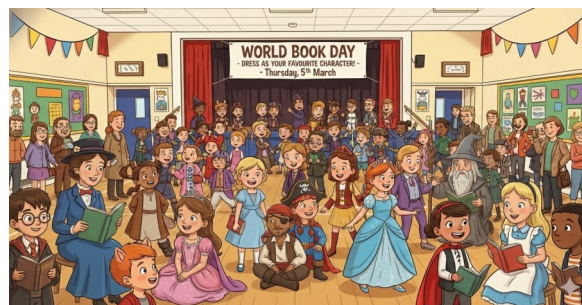
EYFS and KS1 - this session will take place from 9am to 9:45am.

KS2 - this session will take place from 2:15pm to 3pm.

On the day, please go to reception and you will be shown to your child's class. If you have more than one child within the key stage, please begin in your youngest child's class and we can ensure that you can then move classes during the session.

Finally, your child will receive their free £1 book token on World Book Day. Simply take your token to your nearest bookseller and swap it for a World Book Day £1 book OR use it to get £1 off any ANY book or audiobook costing £2.99 or more. You can find your nearest bookseller at worldbookday.com/participating-retailers.

We are very much looking forward to celebrating World Book Day which could not happen without the support of parents and carers so thank you!



Pause Before You Post—The Risks of Sharenting

As you will be aware, Australia has recently adopted a social media ban for under 16s, and the adoption of the Online Safety Act in this country is an endeavour to keep children and young people safe online. We would also like to encourage parents to recognise the safeguarding risks of posting their own children's personal data online, particularly on social media that has unlimited privacy settings. We would encourage you to watch [this short video](#) produced by Ireland's Data Protection Commission which strikes to the heart of why we should all limit what we post online about our children, particularly when they are at an age too young to consent to it.



Staff Car Park

A polite reminder again that the staff car park should not be used by parents or children at the start or end of the school day.

This includes cutting across the car park before or after school; please use the footpath along the perimeter of the school when going to and from the playground.

Children's safety is paramount so we thank you for your support with this.



Steel Pan Caribbean Workshops—Monday 23rd February

The children in Year 3, 4 and 5 will have the exciting opportunity to take part in Steel Pan workshops on the first Monday back after half term.

There will also be a whole school assembly at the end of the day where all pupils will be treated to a live performance by the visiting musicians!



PTA Bake Sale

A massive thank you to everyone who supported the PTA's latest fundraiser. We are delighted to share that we've raised another **£150!** These funds are vital for subsidising school trips and creating those extra-special events that make our children's school years so memorable.



Behind every successful bake sale, raffle, and event is a group of people working behind the scenes. We want to extend a huge thank you to our fabulous **PTA volunteers**.

Chocolate Bingo

If you've still got a sweet tooth (or just love a bit of friendly competition), clear your schedules for the PTA's next big event:

- **What:** Chocolate Bingo!
- **When:** Saturday, 28th March
- **Why:** Because there is no such thing as "too much chocolate," especially when it's for a great cause.



EYFS Drop Off from Spring 2

After the half term break, children in early years will wait with their parents on the main playground and then will come into class via the wooden gate. The green gate on the top of the steps will remain closed.

Staff will come out to the gate at 08:40 to take children into class. This is part of our transition as we move through the year and begin preparing children gradually for the move into Year 1.



Class Cookies

Well done to **Kittiwake Class in Reception** for having the the highest attendance this week.



No Nuts

We are a nut free school!

Attendance

This week's attendance was as follows:

Reception: 99.15%

Year 1: 82.81%

Year 2: 95.11%

Year 3: 93.92%

Year 4: 91.61%





Year 5: 97.17%

Year 6: 97.03%

Well done to **Reception** for having the highest attendance.

Cedars Stars

Well done to this week's Cedars Stars!

 Reception Liliom P Esme B	Year 1 Arabella G Toby P	Year 2 Damien Q Darcy P	
Year 3 Lottie B Chloe Z	Year 4 Grace O Harry DB	Year 5 Joshua P Ben G	
	Year 6 Max C Joshua M		

National Dental Survey EYFS and Year 1—Tuesday 24th February

We are pleased to support the National Dental Survey on Tuesday, 24th February. Healthcare professionals will be popping into EYFS and Year 1 classrooms for a quick "look and see" at the children's teeth for those that have been selected.

The survey is designed to be a positive, stress-free experience. It isn't a full dental exam and no treatment is carried out—it simply helps health services plan better dental care for children in our area.

Note: If you have already returned your consent forms, no further action is needed. If you have questions regarding the survey process, please contact the school office.



Chicken Pox

Please be aware that we have had a number of confirmed cases of chicken pox in school. Please find the [link](#) here to the NHS guidance for Chicken Pox. If your child has Chicken Pox please do not send them into school until all of the spots have scabbed over. It is important that we follow this guidance in order to protect the more vulnerable pupils and staff within our community.



10 Top Tips for Parents and Educators

SUPPORTING CHILDREN TO MANAGE CONFLICT EFFECTIVELY

Disagreement is a natural part of human interaction. This can seem particularly true when dealing with the sensitive issues that arise for secondary-aged pupils. This guide brings you 10 top tips which can help prevent conflicts arising or mitigate their impacts when they do.

1 INSPIRE RESPONSIBILITY

The best approaches to conflict resolution are restorative. This means that rather than adults imposing their own solutions on children who have had a disagreement, they should work with them. Allowing them to handle it can feel empowering to young people and will hopefully teach them to manage their own disputes as they move towards adult life.

2 ACTIVELY LISTEN

Remember to give every child the opportunity to voice their opinion, regardless of their age, stage of development, special educational needs, or other individual requirements. This can be done using a variety of different communication methods. For example, some children find it easier to express how they're feeling using pictures and drawings, while some prefer to write their ideas down.

3 BE CURIOUS

Demonstrating how to approach conflicts with a mature and empathetic mindset can set a good example to children, which can prove a useful skill for them later in life. Model this by asking inquisitive – yet – respectful questions about the issue at hand. Really try to understand where all parties are coming from, and share information between them when and where appropriate. This should encourage young people to mirror your behaviour, teaching them to be curious about the other sides of a conflict, and thus being more willing to hear them out.

4 PROMOTE DIFFERENCES

Children and young people may come from a range of different backgrounds and cultures or have protected characteristics which may cause them to see things from various angles. Having a school and community culture which celebrates and embraces diversity in all things – including diversity of opinion – means people are more likely to feel heard and understood.

5 BE SUPPORTIVE

Discussions may be sensitive or, in some cases, even trigger negative emotions. Pupils may have mixed feelings about the issue at hand. They could be nervous or anxious before even coming to the table to talk about it. Try and create a space where all parties feel safe, welcome and comfortable. Allow breaks and time-outs if the conversation gets heated, to prevent anyone from saying something they might later regret.

6 MENTALLY PREPARE

Think of how you can approach the conflict in a calm and regulated manner. Consider taking some extra time to prepare beforehand and finding somewhere quiet to relax. Even if you're not directly involved with the conflict, mediating can be a stressful experience in its own right. Make sure you're hydrated, fed and comfortable, and do the same for the young people involved. These may seem like insignificant factors, but it's important to remember that physical discomfort can trigger dysregulation, which can make it much harder to have a calm, productive conversation.

7 GET YOUR FACTS STRAIGHT

Make sure you have all the facts, figures and timelines of the situation prior to the discussion. This should be done as objectively as possible with the aim of resolving the ongoing issue. You may want to risk assess any problems that may arise and look for possible solutions during your preparation time.

8 STICK TO THE POINT

Make the reason for, and purpose of, any meetings or communications clear prior to setting them up. Provide an agenda. Act as a neutral chairperson who can keep all parties on track. Make sure everyone has a chance to air their concerns about the issue being discussed and try to avoid talking about unrelated incidents. Close off with some action points, detailing what everyone can do to resolve the conflict.

9 BE SOLUTION FOCUSED

It's often said that the art of diplomacy is about giving others ladders to climb down. This means the main aim of any meeting or correspondence should be finding mutually acceptable and amicable solutions. Parents, carers, teachers and pupils should be aware there may need to be a compromise for the common good – and, most importantly, the good of the children you're supporting.

10 DON'T IGNORE OR AVOID CONFLICT

No one benefits from allowing concerns and grievances to fester, as this can lead to further division and mistrust, and ultimately doesn't help the children involved. Use our tips to open meaningful lines of communication. These should help you find a suitable resolution and minimise the number of conflicts you're faced with mediating overall.

Meet Our Expert

Catrina Lawri is a neurodivergent former SENCO and advisory teacher. She founded her company, Neuroteachers, to improve inclusion for neurodivergent people. She works with nurseries, schools, colleges and businesses providing consultancy, training and mentoring to create belonging and understanding for people with the full range of neurotypes.



#WakeUpWednesday

The National College