



Cedars Park Primary School School Bulletin

Friday 20th March 2026

Notable Dates

Wed 25th March—Year 5 & 6
Pupils to watch Fame at Stowupland High School

Fri 27th March—Last Day of Term

Sat 28th March—PTA
Chocolate Bingo

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

Mon 13th April—PD Day

Tues 14th April—Pupils Return to School

Thurs 21st May—PTA Fun Run (Details to follow)

Mon 25th—Fri 29th May—Half Term

Wed 17th June—Year 4 Music Festival at Trinity Park

Lunch Menu w/c 23rd March 2026

Monday

Creamy Tomato Pasta with Garlic Bread

Tuesday

Chicken Curry or Vegetable Curry with Rice & Mini Naan

Wednesday

Roast Beef or Veggie Sausage with Yorkshire Pudding & Roast Potatoes

Thursday

3 Cheese Pizza with Wedges

Friday

Chicken Nuggets or Quorn Nuggets with French Fries

Jacket Potatoes available daily

History Around the World!



Making connections and links between subjects and within learning topics is key in the children's learning.

The children have contributed to a whole school display in the exhibition area looking at the geography links with the history topics they have been studying. Some fantastic work is on display including some Viking shields and home made replicas of the colosseum.

Well done to all the children from across the school for their hard work.



Behaving Responsibly in the Community



With the lighter evenings on the way and our pupils inevitably spending more time outdoors, after Easter there will be a focus on keeping safe when out in the community and responsible use of their mobile phones.

In upper key stage 2, where many of our pupils have their own mobile phones, the

following themes will be covered in class assemblies:

Keeping Safe—How Can I Use My Phone Responsibly?

Understanding the Law— What Can I and Can't I Do On The Internet?

Wellbeing—How Might Being Online Impact The Way I Feel?

In addition, we are also organising for our community police officer, PC Levett, to come into school and speak to upper key stage 2 specifically about anti-social behaviour.

We hope that this will help our students understand how to keep safe when out and about but also be a responsible member of the Cedars Park community.

Young Carers

Last Friday, our Young Carers from across the school came together to meet each other and spend time doing some arts and crafts activities. Their efforts have culminated in a display that is now up in the exhibition area.

Young carer events are planned for the future. Due to last week's success we will look to organise more events for our young carers in the future.



Attendance Focus—Fixed Penalty Notices

We all know that good attendance at school will help children achieve the best outcomes as they move through their educational careers. At Cedars, our first priority is to support pupils and families to ensure that they attend well and any barriers are removed.

However, sometimes, in line with DfE and Government legislation, we have to issue Fixed Penalty Notices. We often get questions from parents and carers about these so we thought we would remind parents and carers how these work.

Why Notices are Issued

A penalty notice is considered if a child has **10 sessions** (usually 5 school days) of unauthorised absence within a rolling **10-school-week period**. These weeks can span different terms or even school years.

Common reasons for issuing a notice include:

- **Unauthorised holidays** taken during term time.
- **Avoidable absences** or persistent late arrival after the register has closed.
- **Failure to provide explanations** for a child's absence.
- **Parentally condoned absence** where the parent is unwilling to engage with support.

Who is Liable?

A penalty notice can be issued to **each parent for each child**. This usually applies to parents with day-to-day responsibility for the child or those who allowed the absence to happen.

Costs and Escalation

The penalty amounts increase depending on whether it is a first or repeat offence within a three-year period:

Offence	Cost per Parent, per Child	Deadlines & Conditions
First	£160	Reduced to £80 if paid within 21 days; full amount due by 28 days.
Second	£160	Must be paid in full within 28 days (no reduced rate).
Third	No Notice Issued	The case may be taken directly to Magistrates' Court .

We hope that this clarification has been useful. A more detailed explanation can be found on this [Suffolk—What is A School Penalty Notice Flyer](#).



**Attendance
Matters**

Every student. Every day.

Class Cookies

Well done to **Jackdaw Class in Year 6** 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: 97.28%

Year 1: 95.85%

Year 2: 97.39%

Year 3: 96.2%

Year 4: 96.45%

Year 5: 94.72%

Year 6: 98.44%

Well done to **Year 6** for having the highest attendance.

Cedars Stars

Well done to this week's Cedars Stars!

★	Reception Jude W Arthur ET	Year 1 Amir K Romeo M	Year 2 ★ Skylar W Naomi SF
	Year 3 Aiden R Harry H	Year 4 Archie R Harry M	Year 5 Callum S Oliver C
★		Year 6 ★ Scarlett F Alfie DB	

PTA Chocolate Bingo and Easter Raffle



Thank you to everyone who wore non-school uniform today and brought in something chocolatey to donate for the PTA Chocolate Bingo event which will be held next Saturday (28th March). The PTA have sent out details of the event previously.

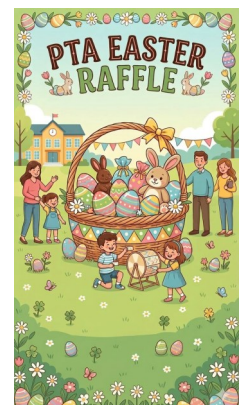
In addition, thank you to everyone who has bought and sold raffle tickets for the Easter Raffle. The draw will take place at the Chocolate Bingo Event. As a reminder:

1st Prize—Large Hamper

2nd Prize—Medium Hamper

3rd Prize—Easter Bunny Teddy

Thank you for continuing to support the PTA and the school in their fundraising efforts!



What Parents & Educators Need to Know about SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

UNDERSTANDING SCHOOL AVOIDANCE

IMPACT OF 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 tummy aches, headaches, 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.

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 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.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

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 spent away from 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.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

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