Newsletter: 26 September 2025

Barlow Hall Primary School

School website: barlowhallprimary.co.uk

The Place2Be website has a range of parenting support and Information including practical tips to support children's wellbeing and behaviour on a wide range of topics from sibling rivalry, to anxiety and battleground mealtimes to building secure relationships and a whole host more of valuable support. To find out more please go to: https://parentingsmart.place2be.org.uk/



Article 30

I have the right to learn and use the language, customs and religion of my family, whether or not these are shared by the majority of people in the country where I live.



Governments should make sure children can learn the language, religion, and culture of their family if it is different from those of most people in the country where they live.

Article 30 of the UNCRC makes it clear that children and young people who belong to a minority group have the right to share their culture, language and religion with other people in that group.

Minority groups include:

- ethnic minorities
- religious minorities
- linguistic minorities— people who use a language that's not the one most people use. That includes signed languages as well as spoken ones: British Sign Language users are members of a linguistic minority.

While most of what Article 30 says is implied by other Articles of the UNCRC, it exists to makes clear that the rights of minority children and young people should not be overlooked by people who think about how to put the Convention into practice. It applies to everyone in Scotland and not just its citizens— so refugees in the process of seeking asylum are covered by it in the same way as everyone else.

What Article 30 doesn't say?

Article 30 doesn't say that a child or young person's culture or religion can be used to override their human rights. In particular, children and young have the right to be protected from practices that are likely to cause them harm, regardless of whether they are part of their culture



Barlow Hall Inclusion Team

At Barlow Hall, we are committed to supporting every child to thrive, both academically and emotionally.

Through discussions with parents, internal referrals can be made to our Inclusion Team, which is made up of our SENDCO, Parent Support Advisor, and Learning Mentors.

Working together, this team takes a joined-up approach to ensure the right support is in place for children across the school.

The images included on pages 3 and 4 of this newsletter, give an overview of the different kinds of support available, including a flowchart that explains our referral process and information about the services we can offer to pupils and their families.

If you would like to find out more, please don't hesitate to contact a member of our Inclusion Team.



Due to the formation of our new CAT (Connect AllianceTrust), we now have spaces for 2 parent governors to join Barlow Hall's governing body.

As we informed parents on the 10th October, the posts will be officially advertised this week and further information, will be sent out to parents on the 3rd October.

If anyone is interested in the vacancies please contact **admin@barlowhallprimary.co.uk** or speak to the office or Ms Corlett, to book an informal meeting with her, so that you can find out more about the role and discuss the required skillset for anyone considering applying.

Informal talks need to take place before the 9th October as nomination forms will go out on the 10th October.





Our school day starts at 8.45am and it is our expectation that the children arrive from 8:30am (when our gates open), ready to start their learning at 8:45am.

The school gates will be closed at 8:50am. To enter the school after this time you will need to sign your child in via the school office and then take your child to the Sure Start Children's Centre

We ask that you wait with your child in the Children's Centre until a member of the Early Years Team is available to collect your child.

REMINDER:
No Dogs on School Property



School Menus



Week 2: Mon 29 September:

Week 3: Mon 6 October:

Week 1: Mon 13 October:

Term Dates

Gates open 08:30, Lines go in 8:40 am
Break up Friday 24 October 3 pm

AUTUMN HALF TERM

Return to school Monday 3 November
Break Up Friday 19th Dec 2pm, No ASC
CHRISTMAS HOLIDAYS

Return to School Monday 5 January 2026
Break up Friday 13th February 3 pm
SPRING HALF TERM

Return to school Monday 23rd February
Break up Thursday 2nd April 2 pm (No ASC)
EASTER HOLIDAYS
Return to school Tuesday 20th April
School closed Monday 4 May Bank Holiday
School closed INSET Thurs 7 May – polling
Break up Friday 22nd May 3 pm

SUMMER HALF TERM
School reopen Monday 1st June
School Breaks up 17 July 2pm No ASC
School Closed – 20+21 July INSET Days

WHAT'S ON

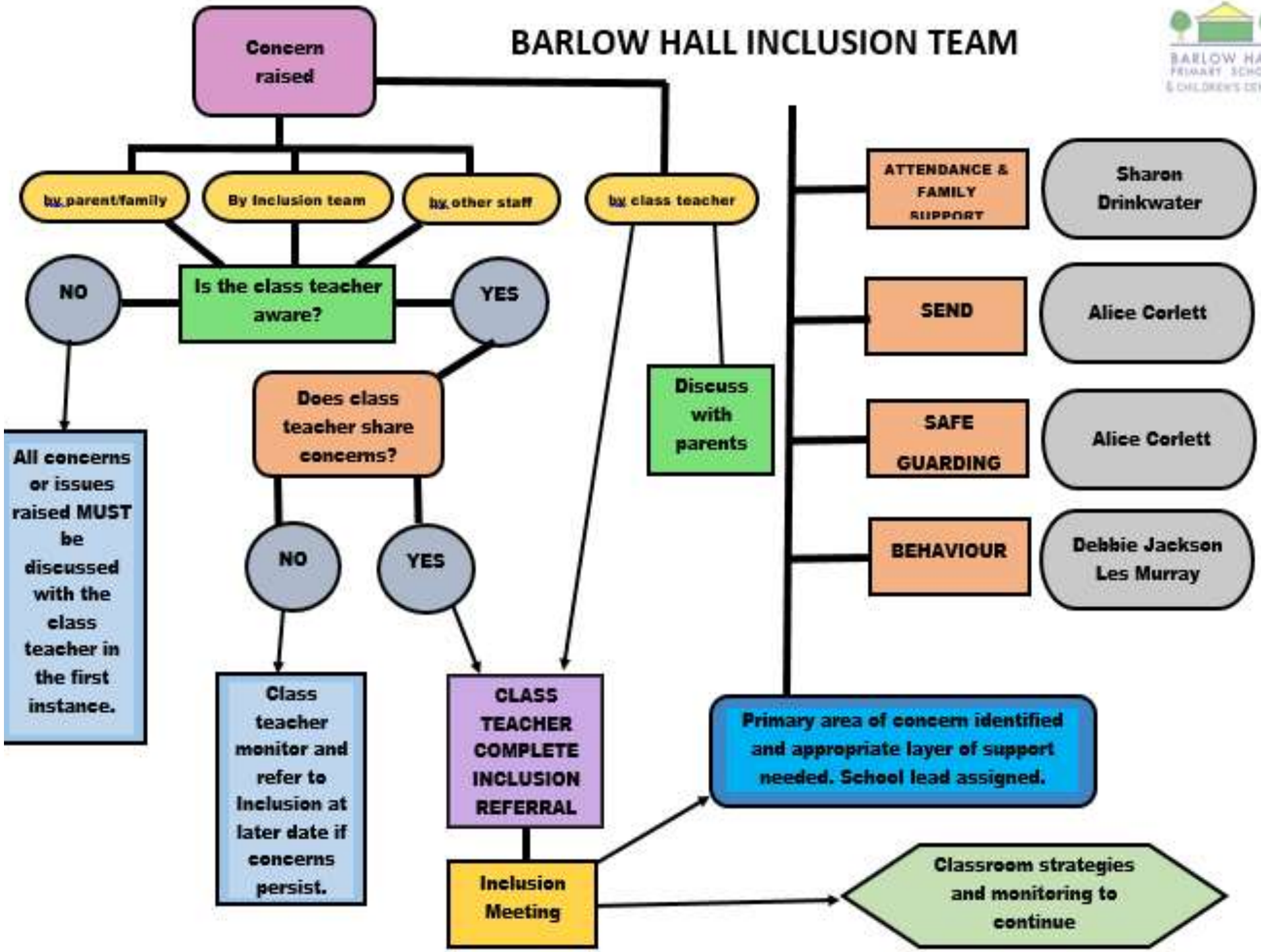
WEEKLY EVENTS

Mon - Celebration assembly
Tues – Oracy Assembly (fortnightly)
Wednesday – Singing Assembly
Thurs Sure Start Cheeky Monkey sessions
Fri –Themed Assembly linked to children's rights
Fri – Nursery ball and Motor Skills with CITC
Fri Y1 – Y6 CITC skills training
Fri – Y4 Swimming



Wed 1.10 Black History Month
Fri 3.10 Themed assembly - Harvest
Fri 3.10 Starting strong Course with Sharon Drinkwater
Mon 6-10 -Dyslexia Awareness week
Tues 7.10 Reception Class Autumn Walk
Tues 7.10. 2pm House Team Meetings
Wed 8.10 – Y5 History trip People's History Museum
Fri 10.10 Themed assembly - World Mental Health Day
Fri 17.10 Show Racism the Red Card (non-uniform - wear red)
Fri 17.10 House Points winners announced
Fri 17.10 Themed Assembly – Show racism the red card
Tues 21.10 House winner non-uniform day
Fri 24.10 Themed assembly - Introduce Anti Bullying week
Fri 24.10 Break-up for half term – 3:15 pm
Mon 3.11 Return to school
Tues 4.11 Nasal Flu Immunisations Reception to Y6
Wed 5.11 Interim reports and parent surveys out to parents
Tues11.11 Remembrance Day
Tues 11.11 Anti-Bullying Week
Tues 11.11 Pupil Progress evening 1
Tues 18.11 Pupil Progress Evening 2
Thurs 20.11 Children's Day
Thurs 27.11 Inclusion Coffee Morning 9 am
Fri 28.11 Year 5 Class Assembly – 9 am - parents invited
Fri 28.11 Reception and Y6 Height and weight **screening**
Fri 5.12 – Y2AV Class Assembly- 9am parents invited
Mon 8.12 House Teem Meetings
Tues 9. 12 Christmas sing-a-long and Makers Market
Thurs 11.12 Christmas Jumper Day + Christmas Dinner day
Mon 15.12 UKS2 Pantomime time tbc
Tues 16.12 Non uniform day half-term house winners
Thur 18.12 Party Days – tbc
Fri 19.12 – Carols by Candlelight 1:30 pm
Fri 2 pm - Break up – No after school club
2026: Mon 5 Jan – School returns

BARLOW HALL INCLUSION TEAM





BARLOW HALL PRIMARY SCHOOL & CHILDREN'S CENTRE

ATTENDANCE & FAMILY SUPPORT

Attendance data tracking

Parent contracts attendance

Early Help Assessments

Parent support

Signposting for support (health, sleep, wellbeing, courses, housing)

Referrals for food banks

Home School liaison including home visits

Homework Club

SEND

Advise on adaptive teaching and support

Personalised learning support

Early Help Assessments

Support on Communication Plans/IBPs

CAMHS referrals

Liaise with Educational Psychology Service

SAFE GUARDING

Designated Safeguarding Lead

Child Protection

Liaise with Children's Services

Early Help Assessments

Pupil Voice

BEHAVIOUR

Individual support and group work for children (includes self-esteem, friendships, social skills and more)

Individual daily check -ins

Advice and behaviour support to parents

Lunchtime provision

Restorative conversations

Behaviour incidents and support

Team Teach (DJ)

Bereavement support

What Parents & Educators Need to Know about

GROUP CHATS

WHAT ARE THE RISKS?

On messaging apps, social media and online games, group chats are one of the most popular ways that children connect. Group chats allow messages, images and videos to be shared in one place and help friendships flourish; however, they also come with a number of risks.

TEASING AND BULLYING

Children of all ages are keen to fit in socially, and group chats can sometimes complicate that process. While group chats can foster connection, they can also give way to mean comments or jokes at someone's expense, especially when others join in for laughs. When bullying happens publicly, in front of friends and classmates, it can intensify the emotional impact – adding to embarrassment, anxiety and feelings of isolation for the child being targeted.

INAPPROPRIATE CONTENT

Some group chats may include inappropriate language or imagery. Even if a child isn't actively participating in the conversation, they may still be exposed to this content simply by being part of the group. Some apps have disappearing messaging features, where content is only available once or for a few seconds, which makes it harder for children to report something they've seen.

UNKNOWN MEMBERS

Children often can't control who is added to a group, which can lead to privacy concerns. Sharing personal details in group chats can be dangerous, and children have no control over what others do with the material they send. Some members of the chat might even decide to use such information maliciously.

EXCLUSION AND ISOLATION

Exclusion in group chats is common and can take several forms. Sometimes a new group is created specifically to leave one child out on purpose. In other cases, the chat may happen on an app that a child doesn't have access to, making it impossible for them to join in. This can cause feelings of being left out – even unintentionally.

PEER PRESSURE

Children may feel they have to constantly stay engaged just to be included and keep up with the conversation. In some cases, they might partake in inappropriate behaviours – like sharing explicit photos, jokes or teasing – just to fit in. Group settings can also encourage children to act in ways they normally wouldn't, or stay silent when they know something is wrong, out of fear of being excluded. Some children may find it difficult to leave toxic group chats.

VIDEO AND LIVE CHATS

Many popular apps allow children to engage in live streaming with interactive chats or have group video chats. Anyone can be added to these streams, and often children tag peers in the comments and have conversations which are unmoderated. There's a risk of being exposed to inappropriate or violent content and offensive language, either in the group videos or via the group chats.

Advice for Parents & Educators

CONSIDER OTHERS' FEELINGS

Group chats can become an arena for children to compete for social status. Help children consider how people might feel if they behave unkindly. If a child does upset someone, encourage them to reach out, show empathy and apologise for their mistake.

SET SOME GROUP CHAT RULES

Discuss safe group chat practices, such as asking a peer for consent before adding them to a group chat, or leaving a group chat if a stranger is added. Tell children that if they're added to a group they didn't agree to beforehand, it's OK for them to leave immediately.

BLOCK, REPORT AND LEAVE

If a child encounters inappropriate content or feels uncomfortable in a group chat, encourage them to block and report the sender and leave the group. Make sure children know it's OK to leave a group chat if they feel uncomfortable or unsafe.

SUPPORT, NOT JUDGEMENT

Group chats are an excellent way for children to connect and feel like they belong. However, remind them that they can confide in you if they feel bullied or excluded, instead of responding to the person who's upset them. Validate their feelings and empower them by discussing how they'd like to handle the situation. You can also encourage children to speak up if they witness others being bullied.

PRACTISE SAFE SHARING

It's vital for children to be aware of what they're sharing and who might potentially see it. Ensure they understand the importance of not revealing personal details – like their address, their school, or photos they wouldn't like to be seen widely. Remind them that once something is shared in a group, they can't be certain where it might end up or how it might be used.

SILENCE NOTIFICATIONS

Being bombarded with notifications from a group chat can be an irritating distraction – especially if it's happening late in the evening. Explain to children that they can still be part of a group chat while disabling notifications. In fact, it would be healthier for them to do so, helping them avoid the pressure to respond immediately.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant at BCyberAware, who has developed anti-bullying and cyber-safety workshops and policies for schools in Australia and the UK. She has written various academic papers and carried out research for the Australian government, comparing the internet use and online behaviours of young people in the UK, USA and Australia.



#WakeUpWednesday®

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