



Barnsbury Primary School and Nursery

Almond Avenue
Barnsbury
Woking
Surrey
GU22 0BB

Telephone: 01483 763114
Email: info@barnsbury.surrey.sch.uk

Headteacher: Mrs J Harrup

9th May 2025

Dear Parents and Carers,

Parenting Workshop

A five-week parenting course has been organised with MindWorks and will be held at Kingfield Primary School. The course is entitled: *Building confidence—identifying and supporting additional needs* and will run from Wednesday 11th June to Wednesday 9th July. The subjects covered on the course will include: Communication and Interaction; Social, Emotional and Mental Health; Cognition and Learning; Physical and Sensory and Navigating the System and Signposting to Support. Please see the poster in the body of the newsletter for further information and how to book a place.

Maths workshops for parents

Surrey Family Learning (part of Surrey County Council) courses are delivered by qualified professionals, within the OFSTED framework. They are running online courses and workshops which will help parents to: support their child with maths for Key Stage one and Two; understand how children are taught at school and improve maths skills while helping their children to succeed. More information can be found [here](#).

Weekly Coffee and Catch Up

Ambreen Ali, the school's Home School Link Worker is organising a weekly 'coffee and catch up session' for all parents. Drop in to the Lighthouse on Ash Road between 8.45am and 10.00am (term time only) for a chat, to share ideas, advice and support, meet new people and build connections (cake also provided!). There is no need to book, just drop in, but if you have any questions, please contact Ambreen: hslw@barnsbury.surrey.sch.uk.

Roblox and Parental Controls - South West Grid for Learning

Roblox, the popular minecraft 'style' game has announced a new raft of parental controls. The website which ranks among the most popular games for children in the e-space, has previously been accused of possessing weak child protection tools. Their new raft of adaptations is important due to the game's position among school aged children. The new features have been adopted to allow parents to take control of their children's game time in a more comprehensive manner.

Parents will now be able to block individuals who communicate with their children, as well as have more detailed oversight over their usage of the programme. Real-time awareness measures have been increased and these changes represent a big step forward in making popular multiplayer games more secure for underaged users. If interested, the South-West Grid for Learning (SWGfL) has produced a comprehensive run down of these changes. Please click [here](#) for further information.

Wishing you all a wonderful weekend in the sunshine.

With kind regards

Mrs J E Harrup
Headteacher



Star of the Week

Effort Award

Values Award

Oak

Ivy

Lola

Amelie

Ash

Matthew

Sienna

Rachel

1B

Daniel

Quinn

Dakota

1M

Florence

Yana

Richard

2M

George

Loggie

Kyla

2T

Jenson

Zidaan

Mary-Kate

3B

Cormac

Aaron

Christian

3M

Niyam

Tyler

Kiki

4D

Tyler

Thomas

Maya-Mae

4J

Jett

Daisy

Khaleesi

5M

Theo

Grace H

Jemima

5T

Oscar T

Sedef

Ben P

6G

William

Amelia

Maggie

6L

Matthew

Aroosh

Edith

**Congratulations to our Super Speller
this week:**



**Congratulations to the recipients of
a WOW certificate this week:**

Mohammad Raees, Poema & Catrin (3M)

Isla, Arianna & Lottie (Ash)

Rachel, Olivia, Reggie & Billy (Oak)



Congratulations to the Lionesses this week:

PLAYER OF THE MATCH

Dakota, Ella and Bea



Nursery

This week Nursery have been learning about 'People who help us'. We've had great fun dressing up as Doctors, Builders, Vets and Paramedics. We've been learning the different sounds the sirens make. We've used our cutting skills to cut and match the vehicles with the correct people.



Rethink Waste Project



Once again, a huge thank you to everyone that took part in the Rethink Waste project and donated their points to Barnsbury, resulting in us winning £750. The Eco Council were presented with the cheque last week. This was a really fun and exciting experience for those involved. We would love to put the money towards a rainwater garden which has been a hopeful project for a while now. If you have any expertise or interest in assisting with this, please get in touch.

Miss Freeland
Reception Teacher, Early Years Lead
Eco and Outdoor Learning Lead



Year 3

Year 3 had a wonderful day at RHS Wisley on the 25th April. We learnt about how plants grow, how flowers are pollinated and we explored the amazing grounds, sketching a range of plants and trees. The day was full of interesting facts, such as bees cannot see the colour red and the width of the Redwood tree can measure up to 11 metres.



We have started looking at the Romans in history and why they invaded Britain. In maths we are looking at money and learning how to convert pounds to pence.

Year 5

In art, year 5 have been looking at paintings by Vanessa Gardiner. She takes inspiration from landscapes. Yesterday we started our own paintings of one part of the school grounds based on how she paints using shapes and lines.



May 2025
Love Longinus R

My heart has a hole only you can fill,
I miss you so, for you I'd kill,
Oh how much, I want you back,
Living without you is a skill I lack,

My heart has a hole only you can fill,
I'm like a clock without hands,
I'm like a bird without wings,
I'm like a balloon drifting away,
Helpless, Useless, lonely

My heart has a hole only you can fill,
I think of you everyday,
I'd pay all the money just to say,
I love you, please don't leave me

We are really enjoying The London Eye Mystery and today we wrote poems, thinking how Salim's mother Gloria might feel with him missing.

Dates for your diary 2024-25—Summer Term

May

Friday 9th	PTA Bingo Night—Doors open at 7pm
12th May - 15th May	Year 6 SATs Week
Friday 16th	2M Class Assembly (9.00am)
Friday 16th	Inspirational Day—more information to follow
Thursday 22nd	Reception - Pirates Dress Up Day
Friday 23rd	2T Class Assembly (9.00am)
Friday 23rd	PTA Non Uniform Day & Cake Sale
Friday 23rd	Girls' football event at Barnsbury
Friday 23rd	End of half term—3.00pm/3.05pm finish
26th May-6th June	Two week half term

June

9th to 13th	Year 4 Multiplication Tables Check & Year 1 Phonics Screening Check
Weds 11th	Reception School Trip
Weds 18th	Class photos
Mon 23rd	Sports Carousel Events during the day
Tues 24th	New Reception Parents Welcome Meeting
Weds 25th	Local Governing Committee Meeting (8am to 10am)
Thursday 26th	Sports Day—Nursery, Reception, KS1 am, picnic lunch, KS2 pm
Friday 27th	Oak Class Assembly (9.00am)

July

Tues 1st	Secondary School Induction Days
Tues 1st	'Moving Up' Afternoon & new Reception children visits
Friday 4th	Ash Class Assembly (9.00am)
Thursday 10th/Friday 11th	Year 6 Day trips (with sleepover) - more information to follow.
Monday 14th	1:30pm Y6 Production Dress Rehearsal, KS1 & Parents with small children
Thursday 17th	1:30pm Yr 6 Production Dress Rehearsal, KS2 & Parents with small children
Monday 21st	6.00pm Year 6 Production and Leavers' Party
Tuesday 22nd	End of Term (1:15pm finish)

10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.

2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.

3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.

4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.

5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.

6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.

7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.

8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.

9 RECOGNISE EFFORTS REGULARLY

Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.

10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are swiftly and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.



The National College®

Source: See full reference list on guide page at: nationalcollege.com/guides/fostering-a-sense-of-belonging



@wake_up_weds



/www.thenationalcollege



@wake.up.wednesday



@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 07.05.2025



MAY PRE-LOVED UNIFORM SALE

PRICE LIST

Red Logo Sweatshirt / Cardigan	£2.00
PE Shorts / T-Shirts	£1.50
Grey PE Kit	£2.00
Summer Dress	£1.00
Grey skirts / dresses / T-Shirts	50p
Accessories from	£1.00

FRIDAY 16th May

KS2 HALL 2.50 - 3.30PM

Cash, card or bank transfer to the PTA (correct change if poss!)



Save the planet, save the pennies, buy pre-loved



Woking Mental Health Support Team: What should you expect from us?

We work in your child's school to support young people struggling with anxiety, worries, low mood or phobias. We offer workshops and assemblies to support what we call the 'whole school approach' towards improving wellbeing and mental health but we also work with young people 1-to-1 using a cognitive-behavioural based approach working towards goals that they choose.

Kerrie



Ashlea



Holly



Emma



Anna



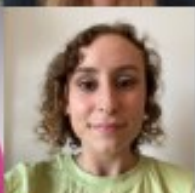
Melanie



Rachel



Priyanka



Dorrie



Alex



Anetta



Gina



Kate



Millie

We work for Surrey and Borders Partnership Trust (SABP) who are an NHS service, so when we receive a request for support form, we open up a patient health care record on our NHS system.

Once we receive a request for support form, we will phone you/your parents to discuss it further. At busier times it may take us a few weeks to call you. We will then either offer you an assessment appointment or support signposting to a more suitable service.

Before an assessment appointment, we ask you to fill out a consent to share information form which has a leaflet to explain when information might be shared, along with an assessment pack and some questionnaires which can be used to track symptoms (Routine Outcome Measures). We need to receive these at or before the first appointment so we can go ahead with the assessment.



Building Confidence – Identifying and Supporting Additional Needs

A free 5-week workshop for Parents & Carers

This workshop is aimed at families with a young person registered at this school and provides an opportunity to discuss your child's development.

Over the 5 weeks we will discuss:

- Communication & Interaction
- Social, Emotional & Mental Health
- Cognition & Learning
- Physical & Sensory
- Navigating the System & Signposting to Support

Each session will be followed by tea/coffee and chat.

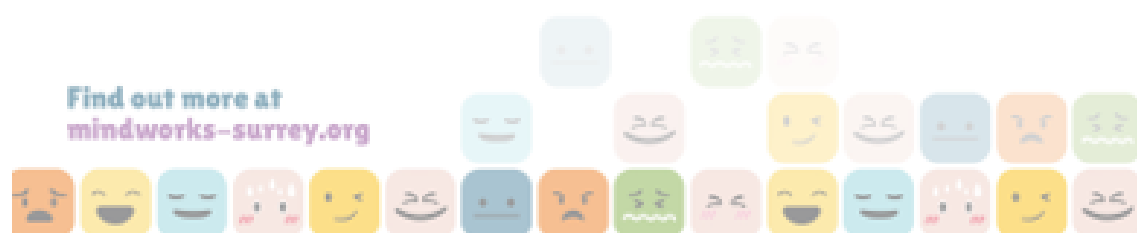
Date: Wednesday 11th June – Wednesday 9th July

Time: 1-3pm

Location: Kingfield Primary School, Woking, GU22 9EQ

To book your place contact your Home School Link worker:

Ambreen Ali: hslw@barnsbury.surrey.sch.uk



The Mental Health Support Team

We work within schools in Surrey, offering support to children and young people struggling with mild to moderate mental health difficulties such as anxiety and low mood.

If your child would like to access support for their emotional and mental health, please speak with your child's school.



This leaflet contains some useful information about what Emotion Regulation means and some tips to support your child's regulation.



EMOTIONAL REGULATION

WHAT IS IT?

Emotional regulation is the ability to recognise emotions and choose how to respond in different situations.

Emotional dysregulation is when our emotions take over and we have less control over how we respond.

WHY IS IT IMPORTANT?

Children have not yet built all the skills required to regulate their own emotions so may need support from adults around them.

Child unable to do an activity they wanted to do

DYSREGULATED RESPONSE

Shout, visibly upset, throw things

OUTCOME

Child upset, parents may be upset

REGULATED RESPONSE

Count from 10 and take deep breaths

OUTCOME

Pick a different activity!

struggling with friendships

Experiencing intense emotions, going from 0-100

Signs of Emotional Dysregulation

Struggle to soothe or calm themselves

Bigger reactions to situations than an adult might expect

Children expressing more worries or anger than usual

SUPPORTING EMOTIONAL REGULATION

MODELLING

Children learn from their parents and carers!

Try:

- Label your own emotions
- Practice coping strategies yourself.
- If your child appears dysregulated, model skills by staying calm and using positive self talk!

Example of conversation to support your child:

"I'm noticing that you are...." (e.g. shouting, crying)

"I wonder if you are feeling..." (e.g. angry, upset, sad) "because..." (e.g. you are finding your homework hard)

"What can we do to help you feel calmer?"

Strategies to Help your child regulate their emotions

- Have a cold drink
- Listen to calming music
- Have a hug or wrap yourself in a blanket
- Distraction game
- Jump up and down 10 times
- Wheelbarrow walks

ADDITIONAL SUPPORT

Speak to your child's teacher about support available in school.

Speak to your child's GP

Our website: Mindworks:

<https://www.mindworks-surrey.org>

Place 2 Be:

<https://parentingsmart.place2be.org.uk/>

Surrey Council Parent support Courses
<https://www.surreycc.gov.uk/schools-and-learning/adult-learning>

RECOGNISING AND UNDERSTANDING EMOTIONS

Help children to recognise emotions in themselves and others by:

- Labelling emotions in films / TV
- Name emotions you are feeling
- Let them know their emotions are normal and everyone experiences them.

"I can understand why you are feeling that way"

HELPFUL RESOURCES



Does your child have a phobia?

Does it stop them from going to places or doing things they enjoy?



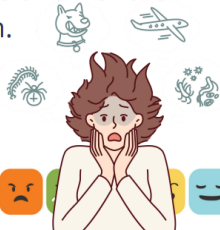
Your Mental Health Support Team may be able to help

What is a phobia?

A phobia is intense anxiety and fear of an object, animal, place, feeling or situation.

It is normal to feel scared and anxious sometimes and in certain situations but a phobia is when this fear stops you from going places or doing things you enjoy.

When faced with the fear, it can be very overwhelming. Children might feel dizzy, breathless, sick and very scared and want to leave the situation.



What are common phobias?

Spiders, dogs, snakes, germs, blood, needles, heights, small or crowded spaces, public speaking.

Would you like support?

If you think your child might have a phobia and you would like support with it, please speak to your teacher.

How can we help?

We can meet with your child to explore fears further and think about what tools and techniques may be helpful, based on their goals.

Proud to be part of

Mineworks
Surrey

The children and young people's emotional wellbeing and mental health service



NHS

Surrey and Borders
Partnership
NHS Foundation Trust



Wilder Schools: Win a £500 grant!

Take part in our **Action for Nature competition** with Wilder Schools to help nature thrive!

How to take part:

1. Complete one or more Actions for nature at home or in the community.
2. Record your action, upload and view the actions map at:

surreywildlifetrust.org/nature-actions-map



← Or scan the QR code



Why take part:

- If we all take action for nature, we'll make a difference for Surrey's wildlife.
- Claim **half price membership** with Surrey Wildlife Trust by recording your action.
- Be entered into our **wildlife equipment prize draw!**
- The school with the most recorded actions will win a **£500 grant** for outdoor learning equipment or tools!

Competition closes: 31st May 2025

Wilder Schools Action for Nature Competition 2025

End date: Saturday 31st May 2025

Surrey Wildlife Trust has been working with Barnsbury Primary School to encourage practical actions beyond the school grounds and help nature thrive.

Complete one or more Actions for Nature at home or in your community, and Barnsbury Primary School will be in with a chance of winning a **£500** grant towards outdoor learning equipment or tools for school grounds improvement.

It isn't hard or expensive to help our wildlife, your action could be as simple as a litter pick! If you're lucky enough to have a garden, you could feed the birds, plant pollinator-friendly plants or go chemical-free.

How to take part:

Explore your possible [Actions for Nature](#) | [Surrey Wildlife Trust](#)

Once you've completed your Action for Nature, record your actions and view our actions map

at: www.surreywildlifetrust.org/nature-actions-map

Record your Action for Nature to **claim half-price membership** with **Surrey Wildlife Trust**, and to be entered into a **free prize draw to win a wildlife equipment prize!**



PTA

Non Uniform Day & Cake Sale



FRIDAY 23RD MAY

**OPTIONAL DONATION OF £1 FOR NON
UNIFORM DAY**

CAKE SALE

**AFTER SCHOOL IN KS2
HALL**





Main Event Day - 5 July 2025

at Woking Leisure Centre

- Basketball
- Boccia
- Cricket
- Lifesaving
- Golf
- Squash
- Football
- Judo Demonstration
- Tennis

Duathlon Event - 21 June 2025

at Woking Sportsbox



Activities are FREE

Register online at:

<https://bit.ly/WokingYouthGames>



WOKING YOUTH GAMES 2025 - In partnership with Specsavers

- Woking Leisure Centre
- Saturday, 5th July, 8:30am – 4:00pm
- **FREE** multi-sports event for Woking residents & school attendees
- Register now: <https://bit.ly/WokingYouthGames> (or scan the QR code on posters around town!)
- Choose up to 4 sports for your child to try, including:
- Basketball (with Woking Blackhawks)
- Cricket (with local clubs)
- Football (with Woking Cardinals in the Community)
- Tennis, Judo, Lifesaving, Squash, Golf & more!
- Duathlon (Bike + Run) – taking place June 21 at Woking Sportsbox
- Boccia – inclusive sport with Linkable & Freedom Leisure
- All equipment provided
- Medals & awards for all participants
- Open to children of various ages – check age guidelines on the registration link.
- Let's make this the BIGGEST one-day multi-sport event Woking has ever seen!
- Plus: Learn how to join local clubs and even receive funding support for the next season!
- Questions? Email: jay.jones@freedom-leisure.co.uk

#WokingYouthGames #Woking2025 #Specsavers #GetActiveWoking #FamilyFun #YouthSports