

## WHAT'S COMING UP

### November

27th - Travelling Book Fair

### December

9th - Y1 Victorian Day

11th - Christmas Jumper Day

15th - EYFS/Y1 Nativity @ 2pm

16th - EYFS/Y1 Nativity @ 9:30

18th - Whole School Carol Service @ 2pm

22nd - 5<sup>th</sup> Jan 2026 - Christmas Holidays

### January

6<sup>th</sup> - Spring Term

Dear Parents and Carers,

Last Friday, our Year 3 & 4 boys football team participated in their first competitive football tournament at Gosfield School, hosted by SCS. This event presented an opportunity for our young team to compete against eight other schools, many of whom fielded multiple teams. Despite the challenging circumstances, of being our first match played as a team, with each pupil taking a turn as goalkeeper, our boys exhibited amazing team spirit and teamwork throughout the seven 5-a-side matches.

Their performance was brilliant. They displayed determination, consistently encouraging one another and never surrendering when playing some well-skilled players from other teams, ultimately securing an impressive 4th place out of nine teams. I want to say a big thank you to the team and a huge thanks to the parents whose time and support made this participation possible.

During recent school events, I have been proud to observe our pupils' exemplary conduct. The values we promote daily are brilliantly reflected in their behaviour beyond our school premises. Our pupils consistently demonstrate maturity and respect, which really sets Bocking Primary apart.

I have been particularly impressed by their genuine expressions of thanks towards supporting adults and their thoughtful approach to asking questions to event hosts, often resisting the urge to interrupt and waiting for the appropriate moment. In public spaces, they exhibit excellent self-management—waiting patiently, keeping close to their peers, and maintaining their energy appropriately. This outstanding behaviour is evident not only in classrooms through their learning behaviours' but also during playtimes, where some of our year 6 children support the Early Years pupils through their play and whilst representing the school at events and visits.

Feedback from the public and visit hosts frequently acknowledges our pupils' positive behaviours, which is a testament to the joint effort between our school and parents. Speaking of parental engagement, I am pleased to report that 182 out of 203 parent-teacher TLC appointments were booked this term. These positive discussions are vital in supporting your pupils' progress. Thank you for making the time to encourage and promote the importance of your children learning.

Thank you for your donations today for Children In Need. We rased £67.92

Have a lovely weekend

Mrs Cagney

Headteacher

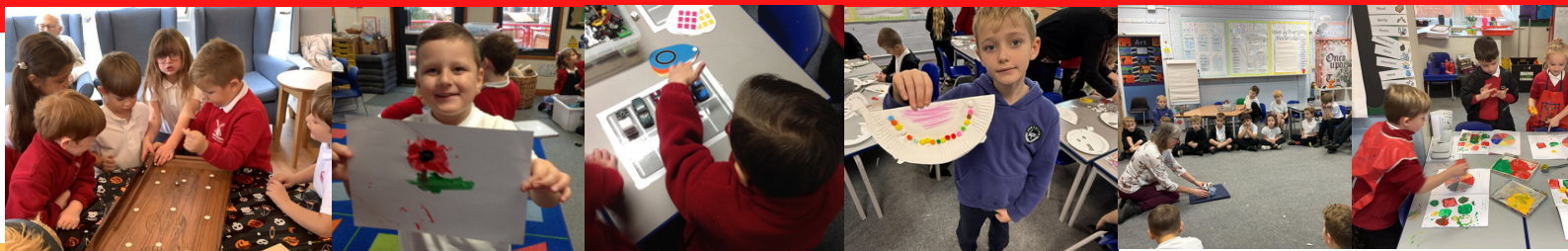
## AFTER SCHOOL ACTIVITIES

Mon - Choir

Wed - SCS

Thu - SCS

Fri - Taekwondo



## STAR OF THE WEEK

**EYFS - Amber-Rose**

**Year 1 - Billy**

**Year 2 - Harry**

**Year 3 - Shanade**

**Year 4 - Rocco**

**Year 5 - Jake A**

**Year 6 - Charlie**

## AR READERS

**Y2 - Jacob, Charlie R,  
JJ, Phoebe**

**Y3 - Demi, Kaiden, Lily  
L, Isabella, Poppy**

**Y4 - Alfie**

**Now the weather  
has changed,  
please ensure  
you child has a  
water proof  
jacket.**

**All items of  
clothing should  
be named.**

**Water only in  
bottles please.**

Polite Reminder:  
The school toilets are  
closed for cleaning  
from 3:20.

## CLASSROOM NEWS...

### YEAR EYFS

It's been a busy week in EYFS as we learnt about the importance of Remembrance Day, creating poppy art, making a wreath, and observing the two-minute silence. In literacy, three baby owls appeared in a nest in our classroom, and we wondered where their parents might be. We shared ideas, from them being out hunting to flying around the woods. Before long, a book wrapped in brown tissue paper appeared in the nest, showing three baby owls on the cover and helping us begin to answer our questions about the story. We're excited to learn more about our new story next week and acting it out with puppets!



## YEAR 1

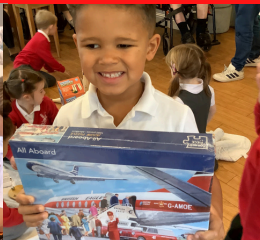
It has been a very busy couple of weeks in Year 1 setting back into our new learning after half term. In maths we have started our second unit and have been looking at addition and subtraction within 10. The children have been using part whole models and bar models to write addition number sentences. In English we have started looking at our next text type and have been learning a recount all about our character Sam who has travelled back to the past and learnt about transport and how it has changed. This is closely linked to our new history topic as well as we have begun learning about what life was like in the Victorian era.

## YEAR 2

What an exciting week we've had in Year 2! We launched our new English topic Paddington in Peru by 'travelling' to Peru and exploring some traditional Peruvian crafts — the children absolutely loved immersing themselves in the culture. In DT, the class investigated how wheels and axles work, ready to design and make their own moving vehicles later this term. In maths, we practised adding three 1-digit numbers using different strategies, and in geography we learned that the UK is part of the continent of Europe and recapped the other continents of the world. A brilliant week of curiosity, creativity and hard work all round!







## ATTENDANCE & PUNCTUALITY

87% - EYFS  
90% - Year 1  
91% - Year 2  
93% - Year 3 -  
92% - Year 4  
98% - Year 5  
91% - Year 6  
Attendance  
target 95%

Please be aware that the gates open at 8:35, and your child is marked late, affecting their attendance from 8:50am. Punctuality is a valuable lifelong skill. Late arrival affects not only the pupil who is late but disrupts the whole class. Where a pupil arrives after the registers close, with no justifiable reason, a U code will be entered into the register. The U code amounts to an unauthorised absence for the whole session. We must warn you, a penalty notice may be issued where there have been at least ten sessions of unauthorised absence during a rolling 10 school week period.

## ONLINE SAFETY..

### For Parents - Cyberbullying Advice

Children being bullied online, particularly in games and via messaging apps, remains one of the top concerns of many parents and their children. Internet Matters have a range of guides and articles to support parents and carers which I have listed below:

- Talking to children and conversation tips for ages 6-10, 11-13, 14-17 and vulnerable children - [HERE](#)
- What is cyberbullying and what are the signs - [HERE](#)
- Helpful ways to prevent cyberbullying - [HERE](#)
- How to deal with cyberbullying - [HERE](#)
- Parents experiences of cyberbullying - [HERE](#)
- Useful resource - [HERE](#)

**SNAP STREAK 97 DAYS**

**WHAT ARE THE RISKS?**

**ARTIFICIAL INTELLIGENCE**  
My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

**PREDATORS AND SCAMS**  
Predators can exploit Snapchat's disappearing messages by, for example, telling a user they have naked photos of them and will post them unless they're paid. Snapchat's own research found that 65% of teenagers had experienced this – on this app or others. This likely isn't helped by 'SnapMaps' – a feature which highlights your exact position in real-time. This is meant to help friends keep track of each other, but could be used for more sinister reasons.

**MY EYES ONLY**  
Snapchat has a hidden photo vault called 'My Eyes Only'. Users can conceal sensitive photos and videos from parents and carers in this folder, which is protected by a PIN. You can check for this by clicking on the icon which looks like two playing cards. This takes you to the 'My Eyes Only' folder which stores photos, stories and the My Eyes Only folder.

**SCREEN TIME ADDICTION**  
Snapchat prioritises user engagement, with features like streaks (messaging the same person every day to build up a high score). The app also has sections called 'Discover' and 'Spotlight', which show tailored content to each user. However, this could also be seen as an attempt to hook users into watching videos endlessly. Furthermore, constant notifications can lure people into using the app.

**INAPPROPRIATE CONTENT**  
Some content on Snapchat simply isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

**ONLINE PRESSURES**  
Although many of Snapchat's filters are designed to entertain or amuse, the 'beauty' effects on photos can set unrealistic body image expectations – creating feelings of inadequacy in younger users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

**Advice for Parents & Educators**

**UTILISE PARENTAL CONTROLS**  
Snapchat's 'Family Centre' lets you view the details of the child's account their friends list and who they've spoken to in the last week – and report any concerns. You must invite a child to the Family Centre for them to join. To keep the child's location hidden on the app, go into settings and turn on 'Ghost Mode' and 'Hide Live Location', and ensure they know not to share their location with anyone.

**BLOCK AND REPORT**  
If a stranger does connect with a child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images, or by sending sexual images to them, the child can tap the three dots on that person's profile and report or block them. There are options to state why they're reporting that user – such as annoying or malicious messages, spam or masquerading as someone else.

**FAMILIARISE YOURSELF**  
Before you allow a child to download Snapchat, download it yourself and familiarise yourself with the app. Snapchat has produced a parents' guide to the app to help you understand how it works and any protections they have in place. A link for this can be found in the sources below.

**ENCOURAGE OPEN DISCUSSIONS**  
Snapchat's risks can be easier to handle if you nurture an open dialogue. For example, discuss My AI's responses to questions and how reliable they are. Talk about sexting and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

**Meet Our Expert**  
Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government regarding internet safety.

**#WakeUpWednesday**

**The National College**