



# Knaphill Federation of Schools

Knaphill Lower School and Knaphill School

"Together we are better"



Weekly Update : Knaphill Lower School

Friday 6th January

### A word from Miss Harbridge

I hope that you all had a lovely Christmas break. It certainly seemed like the holidays flew by and I do hope that you managed to avoid the Christmas bugs that seemed to plague lots of families over the last month. At KLS, we have started 2023 with refreshed energy and determination to continue our journey of improvement. This started on Tuesday in our staff training on metacognition (learning to learn), which works alongside developing growth mindset, through making the implicit... explicit. I hope to share more about this soon in our growth mindset workshops later this term. Watch this space for more info. The children have been very settled in their return to school and their behaviour has been very impressive.

### Assemblies the week:

On Thursday, I was able to hand out **33 100% attendance certificates** from last term. With the amount of illness going around, 100% attendance was certainly an achievement! Well done to our 33 proud winners.

We also started looking at our 'Growth Mindset Resolutions', which we will use to start the new year. I shared that mine is to read every day and the children have been good at checking that I have done this so far (I have!).

We liked this quote from our reflection book: *The Boy, The Mole, The Fox and the Horse* by Charlie Macksey- "Most of the old moles I know wish they listened less to their fears and more to their dreams."

"Most of the old moles I know wish they had listened less to their fears and more to their dreams."



Next week: we will be looking at the children's growth mindset resolutions and how we need a growth mindset to achieve our goals and dreams.

### Growth Mindset in Action:

We will be continuing our growth mindset journey next week in a number of ways. Our professional learning will look at the next stage of our growth mindset plan and will focus on bringing "juicy mistakes" into the classroom, as mistakes are the most important part of learning. We will also consider how we use growth mindset and metacognition in our feedback and marking approach, which we will be redesigning this term to better meet the needs of our children.

Some of our children have been showing off their growth mindset this week. I was particularly impressed by Harry in Dragonfly Class, who used his growth mindset to plan his ideas and to develop them further. Well done, Harry!



### Community:

On the next page you will see a flyer for our upcoming *Values-Based Education Working Party*, which will take place on **Friday 13th January 2023 at 2pm**. Values drive everything that we do here at Knaphill, so they need to be the right ones! Therefore, as the parents of our children, we need your input. So, please, if you can, spare a small amount of time, and come and share your thoughts and ideas.

### Parent Survey

We would appreciate you spending some time to share your opinions about our school and how we could improve.

[Parent Survey](#)

### Meet King Tarquin the Attendance Turtle:

From next week, Tarquin will be visiting a classroom each week for a royal visit. He will visit the classroom with the best attendance and will write a weekly postcard to share his adventures.

Where will he be going first?



### Regular reading winner:

We will be choosing the first reading raffle winner of 2023 next week.





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# **KFOS VALUES- BASED EDUCATION WORKING PARTY**

Values-based Education (VbE) is an transformative approach to education that teaches children the essential values for life. At Knaphill, we want to know what values you want for your children. Please join us to find out more and to have your say!

**FRIDAY 13TH JANUARY AT  
2PM**

The Hive, Knaphill Lower School



# What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so entrains young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

## 1. UNDERSTAND THE ALGORITHM

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Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

## 2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

## 3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

## 4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

## 5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

## 6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

## 7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

## 8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

## 9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

## 10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

## Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



Sources: <https://www.bbc.com/news/technology-63204605>  
<https://iprousocial.com/highlights/social-media-algorithms/>

**NOS**  
**National Online Safety**

#WakeUpWednesday



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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@nationalonlinesafety

## Dates 2022-23

All dates are kept up-to-date on the school website: [kfos.co.uk/news/calendar/](https://kfos.co.uk/news/calendar/)

Date	Event	Year Group
Friday 13th January	Values-Based Education Working Party – 2:00PM in The Hive	Parents of all Year Groups
Monday 16th January	Online Safety Talk with Sharon Girling OBE – 8:45 AM in Knaphill School Hall	Parents of all Year Groups
Monday 16th January	Online Safety Workshops	All Year Groups
Thursday 9th February	Pied Piper Travelling Theatre (Burglar Bill)	KLS – R, 1 and 2
Monday 13th – Friday 17th February	Spring Half Term	All Year Groups
Monday 20th February	INSET	All Year Groups
Tuesday 21st February	Brooklands Museum Trip	Year 2
Monday 27th February – Friday 3rd March	Book Week	All Year Groups
Thursday 2nd March	World Book Day	All Year Groups
Wednesday 8th, Thursday 9th & Friday 10th March	Dog Trust Workshops	All Year Groups
Friday 17th March	Red Nose Day	All Year Groups
Tuesday 21st March	Parents' Evening	All Year Groups
Thursday 23rd March	Parents' Evening	All Year Groups
Friday 24th March	Spring Performance (parents invited)	Year 1
Friday 31st March	Last Day of Spring Term – 1:15pm finish	All Year Groups

Date	PTA Events	
Wednesday 8th February	Disco	
Sunday 12th March	Surrey Half Marathon	
Friday 17th March	Mothers' Day Pizza/ Cookie Kits sale	