



Dean Bank Primary and Nursery School

Believe, Achieve, Soar with Pride

Dean Bank, Ferryhill,
Co. Durham DL17 8PP
Telephone: 01740 651 512

E-mail: deanbank@durhamlearning.net
Website: www.deanbank.durham.sch.uk

Head Teacher: Mrs P Northcott
Deputy Head Teacher Miss K Potts
Chair of Governors: Mr J Davison

Dear Parents and Carers

Wellbeing Award for Schools (WAS)

We recently mentioned on the last newsletter that school were restarting the Wellbeing Award and would like to signpost you to a few websites which might support you and your family during these difficult times.

- <https://www.mind.org.hk/wp-content/uploads/2020/02/ResponseCoronavirusENG6.2.2020-.pdf>
- https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stressprint.pdf?sfvrsn=f3a063ff_2
- https://www.nytimes.com/2020/03/11/well/family/coronavirus-teenagersanxiety.html?fbclid=IwAR3ZiNhgumvsqDnY9Ewh0WmDpbbcO3Mfr4UJdcB_doNnxaNLK9b42KZFnhw
- <https://www.theguardian.com/commentisfree/2020/mar/02/stop-a-worry-becoming-catastrophic-how-to-talk-to-your-kids-about-the-coronavirus>
- Anna Freud: Self-Care and Coping Strategies: <https://www.annafreud.org/selfcare/>
- BBC: How to protect your mental health: <https://www.bbc.co.uk/news/health-51873799>
- CBBC: Video and Questions: <https://www.bbc.co.uk/newsround/51861089>
- Child Mind: Talking to Children: <https://childmind.org/article/talking-to-kids-about-the-coronavirus/>
- ELSA: Coronavirus Story for Children: <https://www.elsa-support.co.uk/coronavirus-story-for-children/>
- National Association of School Psychologists: Parent Resources
[https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-andcrisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-andcrisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource)
- Young Minds: Feeling Anxious about Coronavirus
<https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus>

I believe that poor mental health is a growing concern within our society and school want to support staff, parents and pupils to improve their mental health. In order to do that we are looking to reduce stigma around mental health, improve pupil behaviour, improve pupil, staff and parental wellbeing and improve staff morale, supporting their work life balance.

We did initially have lots of activities planned which involved parents coming into school and carrying out a range of workshops with children and staff. However due to COVID19 we are having to change how we are working and are doing as many things as we can remotely. Thank you for your understanding at this time. If you feel you need support in this area contact the school who will be able to signpost you to further support.

Parental Consultation

Class teachers will contact parents to hold Parental Consultations over the phone during the week beginning 12th October 2020 and the week beginning 19th October 2020.

Start times

Thank you for understanding that we need to be stringent with start times. Recommendations remain that people maintain social distancing and wear face covering when dropping off and collecting their children.

If your child attends Breakfast club please could you remind them to follow the social distancing rules.



Children's expected attendance is 96%, our whole school attendance current stands at 93.32%. (2nd September 2020 to 8th October 2020)

It is vitally important that **ALL** absences are reported to the school office on the first day of absence to notify us of the reasons for absences and the expected date of return, otherwise they may be recorded as unauthorised which could possibly lead to referrals to the Attendance Improvement Team or legal proceedings.

Absences can be reported by contacting the school office on 01740 651512 or emailing the school / Mrs Gilyeat at deanbank@durhamlearning.net or s.gilyeat201@deanbank.durham.sch.uk

Where absences persist beyond 1 day, please keep in regular contact (ideally daily) with the school.

Please ensure **ALL** appointments are made out of school hours (where possible). If your child is attending an appointment first thing on a morning please ensure to inform the school office to allow lunch arrangements to be in place upon their return. Evidence of appointments must be shown to the school office or emailed to Mrs Gilyeat to ensure our records are correct at all times.

Although we have seen an improvement in attendance we are still working on improving this further. Guidance for school attendance can be found at <https://www.gov.uk/school-attendance-absence>. If you have any concerns regarding attendance please contact Mrs Gilyeat.

Monday 21st September 2020 – Friday 25th September 2020 (Attendance)

Little Learners	Nursery	Reception	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
N/A	90.00	87.56	93.33	96.82	95.00	95.24	90.45	97.39

Monday 28th September 2020 – Friday 2nd October 2020 (Attendance)

Little Learners	Nursery	Reception	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
N/A	77.78	86.55	85.87	99.07	96.15	92.73	95.71	92.80

Although we monitor our attendance really closely we are also expected to report our Persistent Absence. If a child is absent for 10% of their school sessions e.g. their attendance is less than 90%, then they are classed as being persistently absent. The expectation is that our persistent absence is below the national of 10.8%, our rate is currently 18.71% (Thursday 8th October 2020).

Monday 21st September 2020 – Friday 25th September 2020 (Persistent Absence)

Little Learners	Nursery	Reception	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
N/A	3	9	4	4	3	3	5	4

Monday 28th September 2020 – Friday 2nd October 2020 (Persistent Absence)

Little Learners	Nursery	Reception	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
N/A	5	6	5	2	1	3	4	4

10 Tips on Hearing Your Child Read



As parents you are your child's most influential teacher with an important part to play in helping your child to learn to read.

Here are some suggestions on how you can help to make this a positive experience.

1. Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

2. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

3. Maintain the flow

If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.

4. Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

5. Success is the key

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

6. Visit the Library

Encourage your child to use the public library regularly.

7. Regular practice

Try to read with your child on most school days. 'Little and often' is best. Teachers have limited time to help your child with reading.

8. Communicate

Your child will most likely have a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.

9. Talk about the books

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end and their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

10. Variety is important

Remember children need to experience a variety of reading materials e.g. picture books, hard backs, comics, magazines, poems, and information books.

As a school we recognise the great importance and life skill that makes reading a key life skill but we also recognise that reading can bring immense pleasure too. Help us to foster this love of reading within your child.