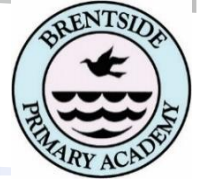


THE BRENTSIDE BULLETIN



Friday 4th October 2024

Issue: 095

YEAR 5 PITZHANGER MANOR & GALLERY-

Pitzhanger Manor & Gallery kindly invited us to visit them for a guided tour of their galleries and exhibitions, including "Grayson Perry: The Vanity of Small Differences", the Turner-Prize-winning artist's six large-scale tapestries chronicling contemporary life and "Southall Resists", exploring powerful visual expressions of Southall's anti-racist activism, made by children. This was followed by a tour of the manor house itself. Pupils got to learn lots about different styles of art, and touch and explore different parts of the tapestries. One pupil said "The trip was about Black History and art. We went to an art gallery called Pitzhanger. We saw tapestries telling a story made by a person called Grayson Perry. After, we went to see the reconstructed house that people used to live in and saw a lot of different hand painted art on the walls of the rooms."



SHARING ASSEMBLIES- BLACK HISTORY MONTH

Our class sharing assemblies have started with 2 Blue, 4 Red and 6 Blue commencing Black History Month with an assembly celebrating Black icons throughout history. This learning will continue across the month and beyond.



BIKEABILITY

Year 5 and Year 6 pupils were offered the chance to take part in Bikeability: the government's national cycle training programme. It helps pupils learn practical skills and understand how to cycle on today's roads, giving children the confidence to cycle and enjoy this skill for life.

The Year 5 children taking part worked on their basic cycle skills in the playground, while some Year 6s progressed onto road cycling in the local area and learning vital safety skills. Despite a very wet few days of weather, pupils had a great time and became more confident, safe cyclists.



MRS. CROSDALE'S TEA PARTIES

At the start of the week, Mrs. Crosdale offered Y3 pupils the chance to join her for a fun treat on Friday- the top 6 pupils in Y3 who had demonstrated our school values most consistently joined her for biscuits, squash and chat. They were lucky that the sun was shining and had a lovely time in the Nature Area. Mrs. Crosdale will continue to do this with other year groups, so children should make sure they are working hard, being a kind friend, and trying their best for a chance to take part.

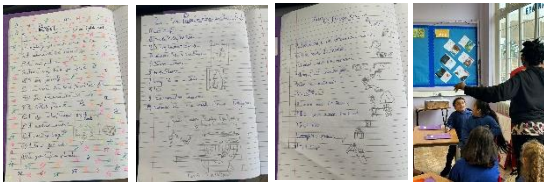


UPCOMING EVENTS

14/10 Recycling Week

NATIONAL POETRY DAY- POET IN RESIDENCE

It was National Poetry Day on Thursday 3rd October, with children across the school exploring and writing poetry in class. For example, Y1 gathered autumn leaves outside and used these as inspiration for their poems and Y5 created Paen poems about classroom objects. It also marked the beginning of our Wordcraft Poet in Residence programme for Year 4 with a workshop with poet Cat. This will take place across this term, culminating in a poetry performance from Y4 around Christmas.



LEARNING THIS WEEK

There has been evidence of fun and creative learning to be found all over the school this week! Y5's DT painted birdhouses ended on display on their windowsill, while Y4's tie-dye t-shirts could be found drying in the sun. After-School Club have also been making some delicious biscuits. Meanwhile in class, Y6 were working on a PSHE project about what makes a good friend, and Y3 were making string skeletons for a project tying together art and science



MESSAGE FROM THE HEADTEACHER

Another busy week here at Brentside, and lovely to chat to lots of you on the gate in the mornings and afternoons, and welcome some parents in for our KS1 phonics workshop.

Parents, carers, and families being involved in school life is very important to us, and to your children too- there are lots of upcoming workshops and events which are coming up for you to attend and we hope to see as many of you as possible there!

Please do remember that if you have any concerns or questions, my door is always open to discuss these with you. Speak with the school office to book an appointment with me if you need to. Have a lovely weekend.

Mrs. Crosdale

HEADTEACHER/VALUES AWARDS

Y1 Hamza

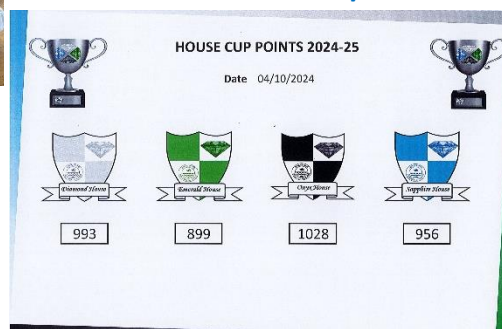
Y2 Nooradeen, Milo, Ruby, Mariam

Y3 Hadi

Y5 Youmna, Malachi, Muhammed

Y6 Alfie

HOUSE CUP 2024/5



MHST COFFEE MORNING

Ealing Wellbeing Practitioners
Understanding & Supporting behaviour

Who?
Ealing Mental Health Support Team (MHST) and Brentside Primary are hosting a coffee morning for parents and carers.

When?
Wednesday 16th October 9:15am

How?
There's no need to register for this coffee morning, feel free to turn up on the day. The coffee morning will be held at school.

What will we talk about?

- Introduction to the MHST
- Understanding behaviour
- Increasing positive attention
- Supporting emotion regulation

Promoting hope & wellbeing together

Do come along on Wednesday 16th October at 9.15am!

PARENTING SERVICE ONLINE WORKSHOPS

Ealing Parenting Service will be running a series of online workshops this term, with dates as follows:

- 7th October: The Impact of Domestic Abuse on Children & Young People
- 15th October: An Introduction to Speech & Language Therapy
- 22nd October: Ealing's Local Offer: Support for Families of Children with Additional Needs
- 26th October: Employment, Benefits & Retraining

Email:

parentingserviceadmin@ealing.gov.uk if you would like to attend any of these.

KEEPING IN TOUCH

Please do not hesitate to email or call us if you have any queries or concerns & we will do our best to answer these for you.

Email: admin@brentsideprimary.ealing.sch.uk

Our school website is an important resource for you.

We update this regularly with information about the school, news and bulletins, and websites that can support you and your family.

<https://www.brentsideprimaryacademy.co.uk/>

Do something to spread positivity among your family/friends or even in your local area today.

For example, you could:

- Bake something to share with people
- Write positive and uplifting message to hand out
- Create a positive chalk mural on the pavement

Extension: Write down how it felt to spread positivity.

Staying Positive

Reflection Questions

Getting Started: How does this activity make you feel?

Intermediate: How could you use this activity to feel more positive when something goes wrong?

Advanced: How could this help you to look on the bright side of something?

Mastery: How can you manage your emotional response to best support others?

At The National College, our **WakeUpWednesday** guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. **WakeUpWednesday National Online Safety**, these guides now address wider topics and themes. For further guides, links and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about INSTAGRAM

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

13+ (Age Restriction)

WHAT ARE THE RISKS?

- ADDICTION:** Many social media platforms, including Instagram, are designed to keep us engaged on them for as long as possible. They use strategies including offers and scrolling motion in case we miss something important or essential, or fear of missing out. On Instagram, young people can look back on their own (usually scrolling) or watching videos posted by friends, acquaintances, influencers and celebrity strangers.
- UNREALISTIC IDEALS:** Children sometimes compare themselves to what they see online and how they dress, and the way that they are going in comparison to others. Social media influencers may present an idealised and edited version of themselves and many use filters when posting photos of themselves. A constant comparison with unrealistic ideals can lead to feelings of low self-esteem, poor body image and anxiety.
- GOING LIVE:** Developing an Instagram allows users to connect with friends and followers in real time. This increases the amount of public, because this means anyone can watch the broadcast, which could result in further contact from strangers. An unwanted display of going live includes on impact to not keep appropriate to your own viewers, or end up being exposed to general content of offensive language.
- INFLUENCER CULTURE:** Social media influencers are sometimes paid thousands of pounds to promote products, services and apps and those who collect an influencer's post each content. It often says 'paid partnership' above the post for good 2024. Oxfam found that over a quarter of children (72%) believed in an influencer promoting or accepting their endorsement of products, which is not true. It is particularly possible for young people to be taken in by this kind of content.
- PRODUCT TAGGING:** Product tags allow users to tag a product or business in their post. This tag will take viewers directly to the product about page on the shop where the item can be purchased. Children may also be encouraged by influencers to purchase products that they advertise.
- EXCLUSION & OSTRACISM:** Youngsters are highly sensitive to feeling excluded, which comes in many forms: not being tagged in a photo, being excluded from being tagged in a photo, being excluded from their pool, or a reply to a message they sent. Being excluded online leads to low mood and self-esteem. Young people have reported lower moods and self-esteem when excluded in games, feeling as if they don't belong and aren't valued.

Advice for Parents & Educators

- AVOID GOING PUBLIC:** If young users want to share their stories, etc, make sure they use the product tagging to allow off their friends to see posts. They may not be aware of their settings in public. This leaves their profile visible to anyone who searches for their name. They may not be aware of their settings in public. Set child's account to private and explain the importance of keeping it this way.
- HAVE AN OPEN DIALOGUE:** Talk to children about the positives and negatives of social media, including the risks involved and how they can use it safely. Consider how to use it safely. Explain how safety settings can ensure only friends can see their posts, and why this is important. Also, if you find a child continuously uses filters on their photos, talk them why and suggest on their chat they don't need it.
- MANAGE LIKE COUNTS:** Don't let the potential impact of online, including Instagram, pressure users to like the latest take on their phone. In the same way, don't let the number of likes in the camera roll or the number of likes on their phone be a measure of their worth. This means children can't see how many likes their posts get. This can be done by going into settings > Notifications & Likes > Off.
- FOLLOW INFLUENCERS:** Following influencers will allow you to monitor what they are sharing as well as being able to discuss anything which you deem inappropriate. Talk to children about what they follow and help them to develop critical thinking skills about what the influencers are trying to do. For example, encourage the child to ask themselves if an influencer is trying to sell them a product when they make a video containing it.
- BALANCE YOUR TIME:** Instagram has a built-in activity dashboard that lets you see how much time is spent on the app. Use this feature to help you monitor your own usage. You can also set a time limit for the app and receive reminders when you reach that limit. Encourage children to take breaks from the app and discuss how they can use it in a way that is healthy and balanced. Encourage them to use the app for positive purposes and work together to set boundaries.

Meet Our Expert
Clare Sutherland is an online safety consultant at DCYP/Avonca. She has developed and implemented one-to-one and cyber safety workshops and policies for schools in Australia and the UK. Clare has written extensive academic papers and carried out research for the Australian government comparing internet use and device behaviour of young people in the UK, USA and Australia.

Source: SeeK1r, <https://www.thenationalcollege.com/guides/in-game-chat>

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What Parents & Educators Need to Know about IN-GAME CHAT

Video games are continuing to grow in popularity – including, of course, among children and young people – and the emergence of gaming communities has been accelerated by the inclusion of chat functionality across many different titles. While in-game chat isn't inherently a bad thing, it can create some concerns about online safety and the people that children might be interacting with.

WHAT ARE THE RISKS?

- DIFFERENT TYPES OF CHAT:** There are a number of ways that gamers communicate with one another online. As the name would suggest, in-game chat happens within the game itself. There's also party chat, a group voice conversation that connects users who have friends on the same platform. This tends to be more commonly used by players who already know each other. Finally, many gamers – especially on PC – will chat via a third-party app such as Discord.
- BULLYING AND ABUSE:** While some in-game chat can turn toxic because of how many players out there, it's not always the case. In fact, many people who engage in in-game chat are very friendly towards each other and often offer help to those who are struggling. However, it's not always the case. Some players may use in-game chat to bully or abuse others, often using profanity or making threats. This can be particularly harmful for younger players who may not have the skills to deal with such situations.
- POTENTIAL FOR PRIVATE CHAT:** If a player would like to chat with a friend or stranger after meeting them in the game, they can send a friend request. Once the request is accepted, the player can send private messages. This could then escalate to the sharing of private information, and potentially attempts to manipulate or scam younger players.
- CONTACT WITH STRANGERS:** Whether it's text- or voice-based, in-game chat allows players to meet and interact with people they don't know. Many gamers do this to meet people to play with. However, it's important to be aware of the risks of meeting strangers in person. Children should never meet someone they've met in a game, and should always tell a parent or guardian if they are contacted by someone they don't know.
- DANGER OF GROOMING:** It's been reported that some young gamers have encountered older players online who pretend to be their own age to manipulate them. These players may use flattery and flattery to gain the trust of younger players, and then attempt to persuade them to share personal information or to meet in person. It's important to be aware of the risks of grooming and to encourage children to be cautious when interacting with strangers online.

Advice for Parents & Educators

- LOCK-DOWN IN-GAME CHAT:** In-game chat can be disabled in the game's settings. This allows parents to control what their child can see and say in a game. It's important to be aware of the risks of in-game chat and to encourage children to be cautious when interacting with strangers online. Parents should also be aware of the risks of private chat and should encourage children to be cautious when sharing personal information online.
- CONSIDER OTHER CHAT OPTIONS:** If a child wants to play with people they know, consider using party chat or a third-party app like Discord. This allows parents to monitor their child's interactions and to be aware of the risks of in-game chat. It's also important to be aware of the risks of private chat and to encourage children to be cautious when sharing personal information online.
- REPORT POTENTIAL OFFENDERS:** Most games offer a robust means of reporting other players, so you can flag an account if you suspect it's inappropriate. This normally leads to the account being suspended or banned. If that person's account breaks any of the game's rules, they may be banned from playing entirely. This is done within the game itself, so you don't have to do anything outside of the game to report a player.
- COMMUNICATION IS KEY:** Make sure children understand the difference between being competitive and being abusive. Talk about what constitutes abusive or inappropriate behaviour in a game. Make sure that children understand that if they are being bullied or abused, they should tell a parent or guardian immediately. Encourage children to be cautious when interacting with strangers online and to be aware of the risks of in-game chat.

Meet Our Expert
Lyle Coombes is the Editor in Chief of DCYP/Avonca and has been working in the games industry for over 20 years. He's also a parent and therefore understands the importance of online safety, with many years of tech and internet law work that has been published in various industry, tech, and parenting, and plenty more.

Source: <https://www.thenationalcollege.com/guides/in-game-chat>

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