



## Thought of the Week

Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.  
– Martin Luther King Jr

## A Message from our Head of School

Dear Parents and Carers,

Our assembly this week celebrated the life of **Dr Martin Luther King Jr.** We discussed his dream that people would not be judged by the colour of their skin but by the content of their character. We reflected on what this meant and what our actions reveal about us.

The cold weather did not deter pupils in **year 3 and year 4** who took part in a **Pedestrian Safety Workshop** this week. The workshop taught our pupils about road safety features and allowed them to put the Green Cross Code into action. You can see more [HERE](#).

Before Christmas, Mr Newman spearheaded a huge recruitment drive for our **Young Apprentice Scheme** and announced that we were looking for reading buddies, office helpers, assistant PE coaches, librarians and playground monitors. The school council received over **100 applications** from children in years 2 to 6.

After a **rigorous interview process**, including some tough questions and thoughtful responses, teams have been assembled and have sprung into action in the last two weeks. Already, the playground, the library and the dinner hall have seen an improvement and younger children have begun to benefit from the expertise of their older peers in reading and PE. Well done to all of our young apprentices and school council who have helped to make this a success already. A huge thank you to **Mr Newman** for supporting all those involved.

Finally, I know that many parents and carers have been following the press and may have questions about how **potential strike action** will impact the school. We are working closely with the Local Authority and union representatives to keep up-to-date and we will communicate with you as soon as more information becomes available. We remain committed to providing a safe and secure learning environment for our pupils.

Wishing our school community a relaxing (and warm) weekend.  
**Barbara Ghezzi**

## Is my child too ill for school?

We understand that it can be tricky deciding whether or not to keep your child off school when they're unwell.

The NHS has published guidelines to support parents and carers with this. Their advice covers a range of topics including coughs and colds. They advise that it is fine to send your child to school with a minor cough or common cold, but if they have a fever, you should keep them off school until the fever goes. You can read more [here](#).

Winter illnesses continue to circulate at high levels and we want to keep children and staff as healthy as possible. We are supporting children to maintain good hygiene in school by encouraging them to wash their hands regularly and throw away any used tissues. You can help us by reinforcing this message at home.



**CATCH IT.**



**BIN IT.**



**KILL IT.**

## Did you Know?

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 a rabbit hole that isn't beneficial to our wellbeing. As platforms grapple with managing '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 enthralls young people, but we can still help children to be mindful of their mental wellness: recognising when something isn't OK ... and knowing what to do about content that upsets them.

In the **guide on page 4**, you'll find tips such as how to hide content, set daily limits and discuss what your children have seen online.



# DKH Newsletter 20<sup>th</sup> January 2023



## Dates for the Diary



25.01.23	Maple Class Assembly
26.01.23	Elm Class Assembly
27.01.23	School Council Visit to Houses of Parliament
06.02.23	Design Technology Week Begins
07.02.23	Safer Internet Day
13.02.23 – 17.02.23	Half Term
20.02.23	Children return to school
22.02.23	Year 6 Junior Citizenship Scheme
23.02.23	Percussion Festival
01.03.23	Palm Class Assembly
02.03.23	Eucalyptus Class Assembly
08.03.23	Beech Class Assembly
10.03.23 – 17.03.23	British Science Week
15.03.23	Elder Class Assembly
16.03.23	Willow Class Assembly
29.03.23	EYFS Assembly
30.03.23	Parents Evening
31.03.23	Last day of the Spring Term – Finish at 2pm
03.04.23 – 14.04.23	End of term holidays
17.04.23	Teacher Inset Day – No Children
18.04.23	Children return to school

## Attendance

Caterpillar	89.42%	Eucalyptus	93.7%
Willow	99.15%	Sycamore	95.32%
Elder	93.7%	Hazel	98.22%
Palm	95.19%	Elm	92.79%
Beech	98.35%	Maple	92.27%

## Star of the Week!



We would like to recognise the children who have been great examples of our school values and have shown true commitment to their learning. Well done!

Nursery	<b>Nurah</b> , for a fantastic start in nursery and being super brave. <b>Keziah</b> , for being kind and understanding and looking after new friends.
Reception	<b>Liam</b> , for being so caring and kind to our new starters in the Early Years. <b>Ainhua</b> , for always looking out for others!
Willow	<b>Mubarak</b> , for actively listening on the carpet and making great progress with his maths fluency. <b>Iris</b> , for showing care and consideration for every member of our class team.
Elder	<b>Chelsea &amp; Sophie</b> , whether showing kindness to others, comforting someone or helping their peers with a task, you can always rely on these two very empathetic members of Elder Class!
Palm	<b>Austin</b> and <b>Jazmine</b> for showing a superb understanding of their peers emotional wellbeing.
Beech	<b>Summer</b> , for great focus during writing tasks this week. <b>Austin</b> , for writing set brilliant set of Stone Age instructions.
Eucalyptus	<b>Anas A</b> , for his mature responsible behaviour in class. <b>Enzo</b> , for enthusiastically working with others.
Sycamore	<b>Aamyah-Leigh</b> , for her empathetic approach to building new and existing friendships. <b>Imrich</b> , for his remarkable ability to theorise any given topic and give his opinion using factual information.
Hazel	<b>Ezra</b> , for always acknowledging when others may be upset and showing them great support. <b>Maguette</b> , for her fantastic work in maths on decimals and fractions!
Maple	<b>Jacob</b> , for being able to work out the area and perimeter of compound shapes. <b>Sylvia</b> , for always seeking to understand and support others when needed.
Elm	<b>Olivia M</b> , for her fantastic attitude towards her learning in general; incredible focus and energy in music lessons <b>Gautami</b> , for her mature attitude towards her learning and for always giving her best across all areas of her school life.

## Charles's Friday Facts

By Charles, Year 4

**Did you know** that pine trees have always used these heavy duty containers to keep their seeds safe, even from dinosaurs?

Click [HERE](#) for a great science experiment that you and an adult can do at home to help you unlock the secrets of the pinecone!

If your child is good with deadlines and would like to contribute to the newsletter, please speak with Barbara Ghezzi, Head of School.



## We love LEARNING

Year 6 have been calculating perimeter of compound shapes and using Cuisenaire rods to support their learning and make it more meaningful.

In Science they have been learning all about light and what enables us to see. This week they have been focusing on reflection and using mirrors and torches to create rays of incidence and rays of reflection. They enjoyed experimenting during the session and look forward to learning about refraction next week.

In PE pupils have been learning how to select and combine matched actions with a partner and to perform in sequence as part of their gymnastics lessons this week. In music they have been learning how to play chords on the ukulele.



### SEN Parent Workshop

**When? Wednesday 8th February, 8:45am-9:15am**

**Where? Cherry Class**

Please join our **SEND**CO, **Miss O'Reilly**, for an SEN parent workshop. We will be discussing the following:

- Identifying children with additional need
- Support for children in the school
- External agencies that can support children
- Where to find support as parents/guardians

Please email [vo'reilly@dkh.southwark.sch.uk](mailto:vo'reilly@dkh.southwark.sch.uk) if you would like to attend.



### Safety First

Please remember that the car park gate is not to be used for pedestrian access. Using this gate for pedestrian access puts both pedestrians and drivers at risk.



**Please support us in keeping everyone as safe as possible.** If you need to access breakfast club, use the buzzer and please wait for the pedestrian gate to be released. Using this gate is the safest way to enter the 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 enthralls 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

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.



National  
Online  
Safety®

#WakeUpWednesday





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## JOIN THE JUNIOR PARKRUN FAMILY

WALK, JOG, RUN, VOLUNTEER  
or sir o you!

### FAMILY-FRIENDLY 2K EVENTS

Every Sunday morning

### FOR 4-14 YEAR OLDS

Adults can join in with the kids too!

### EVERYONE WELCOME

Walk, jog, run, hop, skip or jump - It's up to you!

### FREE & EASY TO TAKE PART

No special kit needed - wear whatever you like

### HAVE FUN BEING ACTIVE

Share high fives and big smiles!

### MAKE FRIENDS

Meet lots of new people

### LEARN NEW SKILLS

Kids can volunteer in lots of roles

### FEEL HAPPY AND PROUD

Try your best and celebrate your achievements



We run every Sunday morning at 9am

Meet at the 'parkrun start' on the path between the Colyton Road and Forest Hill Road entrances

Register in advance: [parkrun.org.uk/peckhamrye-juniors](https://parkrun.org.uk/peckhamrye-juniors)



GET RID OF AND  
DONATE

## OPEN HOUSE

FREE CLOTHING, HOUSEHOLD,  
TOYS & BOOKS

Come and choose what you need.  
All items are FREE

### WHEN?

Starting Monday 17th October

Open House - Coffee Morning at 10:00 - 11:30

No items will be available outside of  
these times or on other days

### WHERE?

St. Faith's Community Centre  
Red Post Hill, Dulwich  
London SE24 9JQ

Train: North Dulwich Station

Bus: 37 or P4

### CONTACT US

07944 102 112

[WWW.GETRIDOFIT-DONATE.COM](https://www.getridofit-donate.com)



## DKH School News

Did you know that you can keep up with all the **DKH School News** on our website?

This week you can read about **Gymnastics at DKH** where we joined **Hazel Class** in PE with Mr Miller. Hazel Class took part in their gymnastics lesson with great enthusiasm and perseverance. Their dedication and focus was clear as you can see from the pictures [HERE](#). Well done to our talented children for showing good listening and concentration during the lesson.

Please do take a look at our other blogs [HERE](#) where you can see yoga in action as well as our **Palm Class** musicians in the music room with Margaret for a Ukulele session!

