



Detail of Young Hare – Albrecht Dürer
(1502)
a watercolour and body colour work

SAFEGUARDING NEWS

- 1 – ZERO DISCRIMINATION DAY/ MOIS CONTRE LE RACISME ET DISCRIMINATION
- 3 – WORLD HEARING DAY
- 7 – PARENT CONFERENCE ON ONLINE SAFETY WITH KARL HOPWOOD
- 8 – INTERNATIONAL WOMEN'S DAY
- 10 – MOTHER'S DAY
- 12 – DRUGS AWARENESS - 2NDES
- 18- VACCINATIONS DTP AND MENINGITIS
- 18-24 – NEURODIVERSITY CELEBRATION WEEK
- 20 – SPRING EQUINOX
- 20 – INTERNATIONAL DAY OF HAPPINESS
- 21 – INTERNATIONAL DAY FOR THE ELIMINATION OF RACIAL DISCRIMINATION
- 21 – WORLD DOWN SYNDROME DAY
- 25 – INTERNATIONAL DAY OF REMEMBRANCE OF THE VICTIMS OF SLAVERY AND THE TRANSATLANTIC SLAVE TRADE
- 27 MAR-2 APR – WORLD AUTISM ACCEPTANCE WEEK
- 30 – WORLD BIPOLAR DAY

PUPIL RESOURCES: MENTAL HEALTH NEWS

Here are some guides on time management
and study skills



The Mind Set

Part of Study support



We know exams and revision can be challenging in all kinds of ways, so to help support you through your revision, check out the resources on The Mind Set! In this video series, experts and amazing Mind Set coaches bring you tips, hacks and advice on how to smash your revision and boss your exams.

NEURODIVERSITY SPOTLIGHT: SENSORY PROCESSING



Sensory Integration is a therapy approach that aims to enable children to internalise and regulate their sensory responses to the environment around them. Every activity we do requires a high tech calibration of our senses. For children with poor integration of touch and proprioception (the perception of limbs in space), we might struggle to identify the correct weight of an object or the correct amount of pressure needed when completing tasks such as holding objects, writing or drawing. Poor sensory integration can have a dramatic effect on a child's handwriting, ability to do up buttons and zips or complete physical activities such as jumping/skipping. Please see resources from our Learning Specialist by clicking on the images on the left



STAFF RESOURCES



Recent Department for Education Guidance updates with links

Following our recent INSET day, in their feedback, teaching staff identified a need to help support student stress and mental health. Here are some tips from our lycee students:

- Try to identify a discreet time at the end of the lesson to check in with students you might be worried about
- Be prepared to just listen
- Students really appreciate opportunities for individual check-ins with staff such as a 10 minute progress meeting
- Be flexible about test arrangements to avoid overload and anxiety
- If staff want to check on the atmosphere of a class, ask a few students to stay behind to give a global picture of the wellbeing of the students

Early years foundation stage statutory framework
For group and school-based providers
Setting the standards for learning, development and care for children from birth to five
Published: 8 December 2023
Effective: 4 January 2024

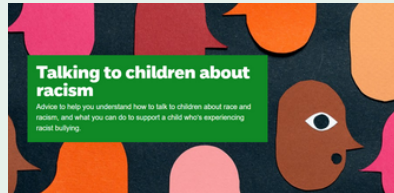
Early years qualification requirements and standards
For group and school based providers, and awarding organisations and training providers offering qualifications in early years
Effective: 4 January 2024

Working Together to Safeguard Children 2023
A guide to multi-agency working to help, protect and promote the welfare of children
December 2023

Behaviour in Schools
Advice for headteachers and school staff
February 2024

Mobile phones in schools
Guidance for schools on prohibiting the use of mobile phones throughout the school day
February 2024

PARENTS RESOURCES



REMINDER Important safeguarding information for college student parents sent by email on the 9th February

Please find guidance from our Safer Schools Officer on recent vaping devices in the area by clicking on the link below



For guidance on how to discuss discrimination and racism with your child in support of this month's theme please click on the link above;

For evidence based research into parents supporting children's learning please find some guidance from the Education Endowment Foundation report. Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks.



HAVE ANY QUESTIONS OR SUGGESTIONS ABOUT SAFEGUARDING?

In the first instance please always talk to your child's class teacher about any concerns

- ▶ If you require help regarding a non-urgent safeguarding matter outside 8.30-5.30 on school days, please call 101.
- ▶ If you need urgent help outside 8.30-5.30 on school days because you feel a child is at risk please call 999.
- ▶ **For pupils needing support:** <https://www.childline.org.uk> or call 08001111 for free, confidential advice



LET'S CHAT!

Colette Shulver
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THE SAFEGUARDING PROCESS

PLEASE FIND KEY SAFEGUARDING STAFF AND THE PROCESS INVOLVED [HERE](#)