

Friday 25th September 2026

Happy, Healthy, Aiming High

Headteacher's Message

Dear Families,

Run Angel Road was a huge success on Thursday. We are so proud of all the children! Staff from the Norwich City Community Sports Foundation were extremely supportive and provided the perfect atmosphere for everyone to feel included in this special event in whatever way they chose. Music and cheering from their peers and staff encouraged everyone to complete as many laps of the course as they could. There was plenty of running, walking, skipping, dancing and gymnastics to keep everyone going. There is still time to donate to this incredible fundraiser using the following link:

[Fundraising Run Angel Road!](#)

Now the weather is becoming more unpredictable, it is important that all children have a **named** coat in school. We currently have a large collection of unnamed jumpers, cardigans, water bottles and lunch boxes on school site. Please could I encourage families to name all items belonging to their children, as unnamed items are extremely difficult to get back to their original owners.

Thank you for your continued support and best wishes for an enjoyable weekend.

E J Savage

Headteacher



Celebration Assembly and The Golden Book

Every week we celebrate the children's achievements during Celebration Assembly, whether these achievements are in or out of school. If your child has a special achievement they would like to share with school, please email office@angelroadschools.org.uk and we will try and share as many of these as possible. Golden Certificates are given to children who go above and beyond, whether this is demonstrating resilience with a challenging piece of work, or showing kind and thoughtful behaviour towards their peers.

Golden Certificates were awarded to the following children this week:

Nancy	Norbert	David K	Rory
Wren O	Brooke	Skye	Cora C
Olivia E-J	River	Bertie	Gerry
Evie Gu	Helena	Iris	Maddie
	Arma	Stanley R	Alfie L



Upcoming Events

Monday 19th October
Parent Teacher Meetings
Butterfly and Swallowtail Class Only
Booking available on Arbor

Tuesday 20th October
Parent Teacher Meetings
3.30pm – 6.30pm
Booking available on Arbor

Thursday 22nd October
Parent Teacher Meetings
3.30pm – 6.30pm
Booking available on Arbor

Thursday 22nd October
Last Day of Half Term

Friday 23rd October
Staff INSET Day
School closed for children

Half Term
Friday 23rd October – Friday 30th October

Monday 2nd November
First Day of Autumn Term 2

Wednesday 4th November
Flu vaccination Team in school
(Details sent to families from the NHS)

Friday 6th November
Individual and sibling
School Photographs with Vancols
(Sibling photographs will be taken from 8am in the school hall. Please queue outside the school office).

Friday 13th November
Supporting Children in Need
Non-School Uniform Day
Donation posters will be up around school

Attendance News

Every Day Counts



Punctuality

Being punctual and on time is one of life's most important qualities, whether you're a child, adult, teacher or parent. It shows you are reliable, dependable, can be trusted and demonstrates respect to other people and for their time.

Over the past couple of weeks, it has become noticeable that incidents of lateness, both in the morning and at the end of the school day, have increased.

Please take some time to review the chart below which demonstrates that even being 5 minutes late per day, adds up to a large amount of lost learning each year.

Please click here for helpful information on the Just One Norfolk webpage about improving punctuality and attendance.

Minutes late everyday	Total learning time lost each year
5 minutes everyday	3.4 days
10 minutes everyday	6.9 days
15 minutes everyday	10.3 days
20 minutes everyday	13.8 days
30 minutes everyday	20.7 days

Whole School Attendance this week

Infant School: 89.8%

Junior School: 94.9%

R	Mouse	93.7%	Rabbit	95.5%
Y1	Hedgehog	86.3%	Squirrel	87%
Y2	Fox	94.5%	Owl	92.1%
Y3	Dragonfly	96.1%	Swallowtail	92.8%
Y4	Deer	97.4%	Hare	94.6%
Y5	Otter	98.1%	Seal Class	89.5%
Y6	Kestrel	95.9%	Kingfisher	95.6%

Please [click here](#) for more information about Working Together to Improve School Attendance
'Should I keep my child off school?'

A handy checklist for all those common illnesses.

Please click here!

Allotment news

After a blazing hot Summer, we have been very surprised with the produce that our allotment managed to grow and how well the sensory garden is coming along. We shall be carving some pumpkins from our crop for Halloween this October.

This Autumn we are planting onions, allium and daffodils. Please continue to support the Tesco token scheme which will run until the end of November. At present, we appear to be coming second but you often have to ask or hunt down the tokens when you go in.

Thank you once again for all your support.



Top Tips for Educators

PUPIL WELLBEING CONVERSATIONS

It can feel difficult to know how to start a conversation with a pupil about their wellbeing, either because you do not feel equipped with the information you think you need, or because you do not feel confident opening it up. You do not need to be a specialist. This guide covers how to start, what to say about confidentiality, and what to do with what you hear.

1 NURTURE WARM, TRUSTING, & KIND RELATIONSHIPS

When pupils have a consistent, emotionally available adult who shows they care and who holds them in mind, they thrive. They are also far more willing to open up and seek support. Positive, trusting relationships are an important part of supporting pupil wellbeing and complement more formal wellbeing programmes or sessions.

2 KEEP CALM, EVEN IF YOU'RE WORRIED

When a pupil discloses, stay calm while showing that you take it seriously. Panic can raise their anxiety and teach them that talking on their own makes things worse. Your steadiness can help them to keep calm and give them enough space to say the rest. Calm does not mean unmoved, and it is fine to tell them that what they have said is important and will be heard.

3 HAVE SIDE-BY-SIDE CONVERSATIONS

Many pupils find it easier to talk when a conversation does not require them to sit face to face with an adult. For example, conversations might take place while walking, riding the canteen, or taking part in a lunchtime club. Sitting alongside someone removes the demand of eye contact, allows longer thinking time and lowers the intensity of the exchange. This can be particularly true for neurodivergent pupils, and for anyone who needs a moment before answering.

4 THINK ABOUT WHERE YOU ARE

Consider whether the pupil can speak without being overheard or interrupted. If a pupil has already started talking, avoid unnecessarily interrupting the conversation by moving elsewhere. Where a more appropriate location is needed, explain why you need to move and give the pupil the opportunity to continue what they were saying.

5 BE HONEST ABOUT CONFIDENTIALITY

Never promise to keep information to yourself. Schools have a legal duty to share information relevant to a pupil's safety or welfare. Tell them at the start that you may need to pass something on, and who to. Then involve them in what happens next, as far as their age and understanding allow. Ask what they want to happen, what they want to say, and who they want to be told. Be honest that some things will need to happen whether they agree or not. A pupil who helped shape next steps is far more likely to tell someone again.

6 CREATE A SAFE ENVIRONMENT

Provide a classroom free from bullying and shame-based behaviour management. Pupils who expect to be humiliated will not disclose. Where they feel listened to and see that difficulties are acted upon, they share worries earlier and whilst these worries are still small. If pupils hear adults belittling or talking about other pupils openly, it damages trust and they are likely to assume their worries will also be handled this way.

7 DO NOT CARRY IT ON YOUR OWN

Hearing something difficult can stay with you. When informing your designated safeguarding lead, share with them how it left you feeling and whether you feel you need further support. Your role as a trusted adult is what makes all of the above possible, and just as you have a responsibility to protect pupils' welfare, your school has a responsibility to protect yours.

HELPFUL OPENERS

- 'I've noticed you've been quieter. How's your week been?'
- 'You don't seem your usual self, when might be a good time to catch up today?'
- 'Sometimes it's hard to know what to say, but I'd like to understand.'
- 'You don't have to talk now, I'll check in with you later.'

Meet Our Expert

Anna Bateman is a mental health and wellbeing specialist with nearly thirty years in education. She is a multi-academy trust director, special adviser, and a former adviser to the Department for Education on its mental health green paper.



#WakeUpWednesday

The National College

See full reference list on our website

[@wake_up_weds](#) [/www.thenationalcollege](#) [@wake.up.wednesday](#) [@wake.up.weds](#)

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