



Lowerhouse Junior School Newsletter

Friday 9th October 2026



At Lowerhouse Junior School, we build everything we do around our four key values of

Aspiration, Integrity, Resilience and Respect

Our School Motto is '*Inspiring a lifelong love for learning.*'



Dear Parents and Carers,

What a fantastic week we have had at Lowerhouse Junior School! It has been wonderful to see so much enthusiasm, excitement and fantastic learning taking place across school. Our Year 6 children have enjoyed an unforgettable residential adventure, making memories, developing independence and showing wonderful teamwork. Meanwhile, Year 3 have been busy exploring the famous landmarks of London, Year 4 have embraced the great outdoors through their Forest School sessions, and Year 5 have been working incredibly hard to develop and embed their skills across the curriculum. A huge well done to all our children for another brilliant week of learning – we are incredibly proud of you all!

Mrs H Marsden

Deputy Headteacher

The School's Attendance

Target is 96%

Class	Attendance
Elm	92.6%
Willow	97.1%
Maple	87.8%
Rowan	91.3%
Chestnut	88.6%
Oak	96.7%
Ash	97.3%
Sycamore	91%
This week's winners are... Willow and Ash	

Headteacher's Value of the Week – RESPECT

<u>Yr3 Elm</u> Aurora	<u>Yr3 Willow</u> Ezra
<u>Yr4 Maple</u> Paisley	<u>Yr4 Rowan</u> Hunter
<u>Yr5 Chestnut</u> Aurora	<u>Yr5 Oak</u> Leo
<u>Yr6 Ash</u>	<u>Yr6 Sycamore</u>
<u>Class Dojo Winners</u>	
<u>Lower Juniors</u>	<u>Upper Juniors</u>
Elm	Oak

	<u>Stars of the Week</u>	
<u>Yr3 Elm</u> Connor	<u>Yr3 Willow</u> Thomas	
<u>Yr4 Maple</u> Beau	<u>Yr4 Rowan</u> Hudson	
<u>Yr5 Chestnut</u> Harry	<u>Yr5 Oak</u> Bella	
<u>Yr6 Ash</u>	<u>Yr6 Sycamore</u>	
<u>Maple Winner</u> Arthur <u>Rowan Winner</u> Tommy		

Macmillan Coffee Morning – Thank You!

We are delighted to share that we raised an incredible **£393 for Macmillan Cancer Support!**

A huge thank you to all our wonderful families for your generous cake donations and to everyone who supported our cake sale. Your kindness and generosity have helped us raise a fantastic amount for such a worthwhile cause.

We are incredibly proud of our school community for coming together to make a difference. **Thank you for your continued support!**

Y6 Residential to PGL



Our Year 6 children have had an incredible time on their PGL residential! Throughout their adventure, they have faced their fears, challenged themselves and demonstrated fantastic teamwork, collaboration and respect for one another. It has been wonderful to see the children encouraging each other, stepping outside their comfort zones and making memories that will last a lifetime. We are incredibly proud of every single one of them! A special shoutout and huge thank you to our wonderful staff who gave up their time to accompany the children and make this unforgettable experience possible!



Dates for The Diary

14th September – Yr6 PGL Parent Meeting (5:30pm)

16th September - MHST Children's Mental Health in Digital Age Yr6

24th September – Non-Uniform Day Macmillan Cake Sale Donations

24th September – European Day of Language

24th September – Yr5/Yr6 Football Festival @ Broadfield

25th September – Macmillan Coffee Morning Cake Sale (School Council)

5th-7th October – Yr6 PGL Residential

9th October – **Hello Yellow Day** (YoungMinds) Non-Uniform

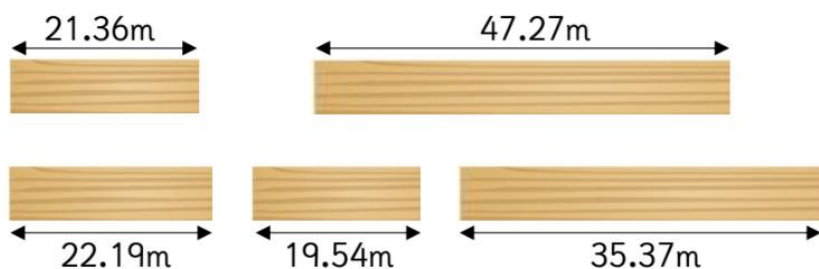
13th October - Year 3&4 OAA Bonanza TBC

21st October - Panathlon Ten Pin Bowling Competition @ Discobowl



Maths Problems of the Week – Yr5

Tom has five planks of wood.



By placing any three planks together in a line, how many different ways can a length of a whole number of metres be made?

Picture News & British Values!



Individual
Liberty



Rule of Law



Democracy



Mutual Respect
and Tolerance

Which British value do you think this week's story highlights?



Individual Liberty
means having a say
in the food we eat
and being able to
make choices from
the healthier options
available.

The **Rule of Law**
means schools need
to follow agreed
standards, to help
provide healthy
food choices for
everyone.



Do you agree with either person, or think something different?

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Staff Shout Out

Our staff shout out
this week goes to....



All of the
Lowerhouse staff
team for being
wonderful and
supportive
around school!

Lowerhouse Junior School Facebook

Follow the link below to like and share our school Facebook Page.

<https://www.facebook.com/share/12FgqYkUfLH/?mibextid=wwXlfr>



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 telling an adult 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, tidying the classroom, 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 disrupting 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 belittling 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 those 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?