



 @LuttHigh

 LuttHigh

 Lutterworth High School Academy Trust

Friday 19th April 2024



Dear Parents/ Carers

Welcome to our weekly newsletter. It has been another busy week at Lutterworth High School. The GCSE examinations have officially started with many of our Year 11 completing their two day GCSE art examinations this week. Year 10 have also been busy with their walking talking mocks. This is where the students are guided by their teachers through the papers with a focus on examination technique and timings.

We look forward to welcoming our Year 11 parents and students to their Parents Evening on Thursday 25th April.

We had an excellent afternoon of rugby on Wednesday afternoon when we played Lutterworth College in our annual varsity matches. All year groups and our girls team had the opportunity to play. There was some fantastic rugby on display and a very good turnout to watch the matches. Please see inside for the results and annual prizes.

You will be aware that we have had a big focus on attendance over the last couple of weeks. Our current whole school attendance is 92.35%. Prior to the pandemic our attendance was always in excess of 96%. There is a wealth of information for parents inside.

Have a nice weekend.

Yours faithfully

Julian Kirby
Headteacher



NOTICEBOARD



HOW TO REPORT A CONCERN AT LUTTERWORTH HIGH SCHOOL



Tell a teacher, your tutor or go to KS3/KS4 Hubs to speak to a member of staff



Tell your parents or a friend, who can report on your behalf



Forms outside KS3 and post in the letterbox



Self report to

ks3@lutterworthhigh.co.uk
ks4@lutterworthhigh.co.uk



Speak Out button on the school website

www.lutterworthhigh.co.uk/student

Revision Guides

Orders for revision guides can be placed by filling in and returning an order form.

These can be collected from the Learning Hub.

Deadlines for orders this academic year:
Year 10 – Friday 24th May

Please note Year 11s can no longer order revision guides from school as they will not be delivered in time for their exams.

Click [here](#) to download our order form.



House Points

KS3	Lucas Ashman 7HA (34)	Nancy Owen 9LA (38)	Angel Bell 9HS (41)	Joshua Lebeau 8HO (36)
KS4	Harriet Sykes 10HE (32)	Henry Golding 10LT (44)	Rhys Lenton 10HE (47)	Adam Thomas 10LK (46)

HOT CHOC FRIDAY

Well done to the following students who achieved Hot Choc Friday.



NOTICEBOARD



YEAR BOOKS!

Our Leavers' Yearbooks are about to go into production. **Don't leave school without one! You only have one chance to order yours. Only one print run will be done.**

To make sure that you get one, please speak to:



Miss Robinson



PLACE YOUR ORDER NOW!

FIZZ
YEARBOOKS

Sorry - after this date: **Monday 6th May** it's just too late!

2024 LEAVERS' HOODIES!

Our Leavers' Hoodies are about to be ordered!

To make sure that you get yours, please speak to:



Miss Robinson

They cost: **£25**



PLACE YOUR ORDER NOW!

FIZZ
HOODIES

Sorry - after this date: it's just too late!

Monday 6th May

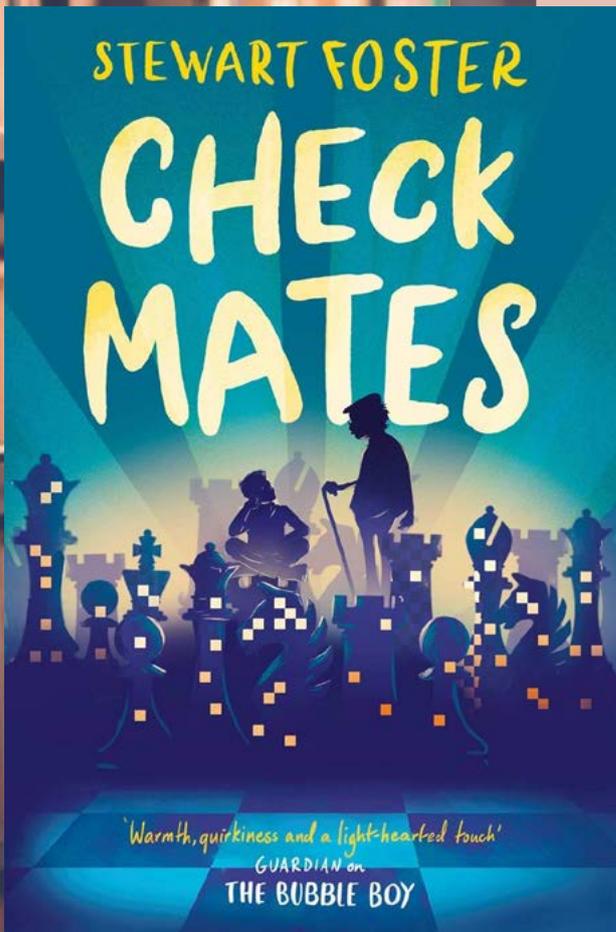
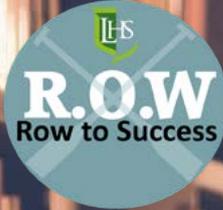
Id Mubarak



DISTINCTION AWARDS

Lewis Ames 9HO
Molly Baker 9LA
Trinity Barnes 9HO
Rin Coleman 11HL
George Crisp 9LA
Noah Goddard 7LM
Myles Hainsworth 7LM
Ethan Styring 9LA
Harrison Wicks 9LB
Lottie Willdig 9HC
Ava Woodward 9HO

Book of the Month April



Check Mates by Stewart Foster

One for our chess fans.

Felix is struggling at school. His ADHD makes it hard for him to concentrate and his grades are slipping. Everyone keeps telling him to try harder, but no one seems to understand just how hard he finds it.

When Mum suggests Felix spends time with his grandfather, Felix can't think of anything worse. Granddad hasn't been the same since Grandma died. Plus he's always trying to teach Felix boring chess.

But sometimes the best lessons come in the most unexpected of places, and Granddad soon shows Felix that there's everything to play for.

You can borrow this from the Pop-up Library in E4 on Mondays and Fridays while the Learning Hub is closed for mocks.



IN THE POST!

A creative challenge from the English team.

£10 Amazon gift cards to be won!

Year 7

Design and write a postcard from a real or imaginary day out.

Year 8

Design a formal invitation to a ball.

Year 9

Write a letter home from war.

Closing date: Mon 13th May



POP-UP LIBRARY E4

The Learning Hub will be closed for Year 10 mocks from Mon 15th - Fri 26th April.

The Pop-Up Library will work differently this time. Please read this carefully so that you know when you can and can't use it.

Mondays - Swap books and quiet reading

Tuesdays - Year 10 study and revision

Wednesdays - wellbeing games and colouring

Thursdays - Year 11 study and revision

Fridays - swap books and quiet reading

Anyone can come along but as it is a classroom there is limited space so it will be first come, first served (that includes for librarians, library helpers and pass holders).

HOUSE READING CHALLENGE

Each half-term the house with the most tokens will win 100 house points and one lucky reader will win a prize.

2nd place = 75 points

3rd place = 50 points

4th place = 25 points

Earn House Points by borrowing and reading books!

1. Borrow a book
2. Return it with a Rapid Review slip
3. Get a token for your house

RESULTS FOR LAST HALF TERM



Revision Block 3

Monday 8th April to Friday 3rd May – Four weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Before school 8.00 - 8.30am	Maths - Rm1 5-a-day 8 - 8.30am (need not attend full session)	Maths - Rm1 5-a-day 8 - 8.30am (need not attend full session)	Maths - Rm1 5-a-day 8 - 8.30am (need not attend full session)	Maths - Rm1 5-a-day 8 - 8.30am (need not attend full session)	Maths - Rm1 5-a-day 8 - 8.30am (need not attend full session)
		Biology - Rm16 6 mark questions 8.15 - 8.30am	Chemistry - Rm16 6 mark questions 8.15 - 8.30am	Physics - Rm16 6 mark questions 8.15 - 8.30am	
Lunchtime 12.45 - 1.15pm	Computer Science - Rm13 DT revision - D5		PE GCSE - Rm13	DT - D5 (exam technique)	
After School 3.05 – 3.50pm	Maths F - Rm4 H - Rm1 & 2 French - Rm15 Spanish - Rm14	Geography - Rm8 Business Studies - D3	English - E2	Science F - Rm17 History - Rm11	Business Studies - D3 Geography - Rm7 History - Rm9
After School 3.50 – 4.30pm	Music (Comp) Rm18 Dance (Studio) French - Rm15 Spanish - Rm14		Food - Rm17 RE - Rm10	Science H - Rm17	



THE
EMERALD
WAY

CHARITY CORNER

Please find below a detailed plan of the chosen charities of Year 9. Students will be doing a variety of activities, raising awareness as well as funds, throughout their week for their chosen charity. Make sure to get involved in any way you can.

W/C 7th May - 9HM - [Young Minds](#)

W/C 10th June - 9HO - [Dementia UK](#)

CHURCHILL PRIZE DRAW

In support of the
Vichai Srivaddhanaprabha Foundation.



Raffle
Tickets
£1 each

Prizes include:

- Signed drawstring bag - signed by Stephy Mavadidi, Kasey McAteer, Callum Doyle, Casadei, Jutta Rantala and Deanne Rose
 - Womens Foxes T - shirt
- Peter Pizza Vouchers - Two course meal for 4 people
- Peter Pizza Vouchers - Two course meal for 2 people
 - LCFC water bottle
 - LCFC socks
- LCFC gym towels x 2
 - LCFC key ring
 - LCFC Badges



BE IN IT TO WIN IT!

Year 10 MOCK EXAMS

	Monday 22 nd April	Tuesday 23 rd April	Wednesday 24 th April	Thursday 25 th April	Friday 26 th April
P1 –3	English Literature Macbeth Jekyll and Hyde 1hr 45m	Science – Combined Biology 1hr 15m Biology 1hr 45m	Maths 1hr 30m	Science – Combined Physics 1hr 15m Physics 1hr 45m	History 2hr
Break	Periods 1,2,3 then break				
P4					
Lunch					
P5-6	Geography 1 1hr 30m	Statistics PE Music - Listening 1hr	Dance 1hr30m Drama 1hr45m	Comp Science 1h 30m	Food 1hr Design Tech 1hr 30m

	Monday 29 th April	Tuesday 30 th April	Wednesday 1 st May	Thursday 2 nd May	Friday 3 rd May
P1 –3	Science – Combined Chemistry 1hr15m Chemistry 1hr 45m	Business 1hr 45m RE 1hr 45m	ART (All day – Group 1) French Listening 45m Reading 45m (F) 1hr (H)	ART (All day – Group 2) Creative Media NEA (All day – Group 1) Spanish Listening 45m Reading 45m (F) 1hr (H)	Creative Media NEA (All day – Group 2)
Break	Periods 1,2,3 then break				
P4					
Lunch	Normal lunch				
P5-6 1:30pm start	French/Spanish Writing 1 hr(F) 1hr 15m (H)	English Literature An Inspector Calls 50m	CATCH UP	CATCH UP	

Attendance Special

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Welcome to our Attendance Special Newsletter. We are supporting the national campaign by the DfE “Moments Matter, Attendance Counts” by launching our own initiative to improve our school attendance over the final two terms of this school year. In this special edition, you will find helpful information regarding your child’s attendance, support documents and helpful, up-to-date guidance on what to do if your child is poorly. The past four years have been highly unusual and beyond all our comprehension regarding advice given about school attendance. Four years ago, we were all told to stay at home, next stay at home if you felt even slightly unwell, and now being told to come in. We understand this can be confusing and we would like to work with you to ensure your child is able to access the education they are entitled to.

Over the next few pages, you will find specifics from the NHS websites about when a child should stay at home or come to school, advice for parents if your child is feeling anxious and top tips if your child is telling you they feel unwell, but you believe otherwise.

We have several initiatives running that are grouped, based on current attendance. They are stated below.

We ran an intense initiative for a group of Year 11 to improve their attendance. We had great success with the vast majority recording 100% attendance during the monitoring period, for some this was the first time they have attended every day for 2 years.

Further initiatives are currently running to encourage all students to either maintain or improve their attendance. We have an impressive number of students (480) eligible to finish the year with an attendance of 95% or above.

We acknowledge our courageous students who for reasons out of their control aren't able to attend school every day, these identified students will of course automatically be involved in the rewards.

Please read the information carefully and follow us on our socials to support our initiative and if you have a query or would like support with your child’s attendance, please contact your child’s form tutor in the first instance.

Each week we will be publishing the whole school attendance and state it by year group. We are currently just over 93% and our aspirational target is 96%. I have hope if we all pull together, we could get very close to 95%. This would put us in the top 5% of schools in the country, and I think you will agree, this would be a great boost for Lutterworth High School.

Table of Attendance

Year	% This Week	% Year to Date
7	95.47	93.34
8	92.36	93.34
9	94.3	92.59
10	95.47	92.73
11	86.52	89.78
Whole School	93.21	92.35

Finally, at Lutterworth High School, we place students’ well-being at the heart of everything we do. We use research-informed approaches and all staff have received extensive training in trauma-informed practice and adverse childhood experiences. I feel it prudent to share further information on both of these and you will also find how we use these strategies in our behaviour and attendance polices:

[Behaviour Policy](#)
[Attendance Policy](#)

Mrs Hunter
Deputy Headteacher

How to prepare your child for school after a period of absence

Listen to your child's worries and let them think of solutions. How do they think they can deal with this?

What can they do to make it better? Empower them to develop the strategies to overcome their own worries.



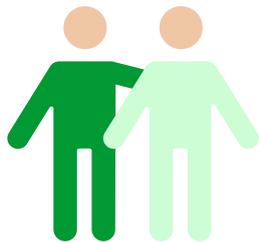
If there are problems, make sure the school knows what's going on as soon as possible. Find out the best point of contact at your child's school, whether that's their form tutor, Key Stage Hub or SENDCO, and keep them updated.



Make a list of the ways you think the school could best support your child to return to school. As their parent, you know your child best. If your child feels unable to go to school, you know that you can't force them. However, you are best placed to understand why that might be, and to communicate that to their school.



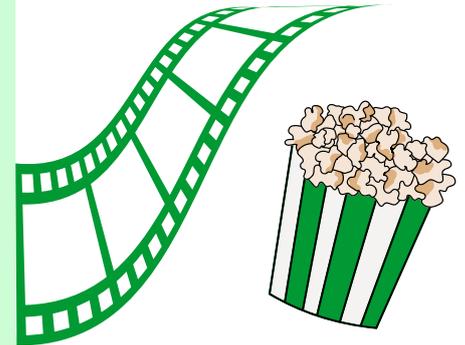
Reassure your child that feeling nervous or anxious is totally normal. Going back to the school routine can be daunting for some who may feel overwhelmed, so it's understandable that they have some worries.



Build a calming night time routine. Limiting time on social media and electronics the night before can reduce worries about school before going to sleep.



Prepare something to look forward to after the first week back. This could be their favourite meal or a movie night, or simply a treat at the end of the school day.



If you have your own worries, be open with the school about them and seek support. They might not always be able to help, but could signpost you to other services.



Gently prepare for the first day back in advance. The first week back of a new term is an important moment to reset routines around school attendance. You can use the holidays to start to prepare for the return to school. Practice getting up early for a day or two before school starts, check the bus timetables and discuss lunch arrangements – all of this will reduce anxious feelings that can come up the night before term starts.



Practice the journey to school over the holidays. Make sure they feel comfortable with the route to school so that it feels familiar, and there are no surprises on their first day back after half-term.





Reporting an absence at LHS



Who should I contact if my child is ill?

Please can you ensure you carry out one of the following if your child is absent from school:

1. Please use the EduLink app to report an absence
2. Telephone the school every day to report the absence on 01455 552710 choose option 1 to leave a message on the student absence voicemail)
3. Or alternatively email:

studentabsence@lutterworthhigh.co.uk

If a student is absent and no reason has been provided by 10:00am, an EduLink message will be sent requesting a reason for the absence
Non-urgent appointments should, wherever possible, be made out of school hours.

Without a note any absence cannot be authorised and must go down on student records as unauthorised absence. Attendance records form part of the annual report which goes home to parents. If you have any concerns or queries regarding your child's attendance please do not hesitate to contact the school. We have a network of support in place for parents and students who require it.

What should I do if my child is late in to school?

If a student is late getting to school they should report to the Main Reception and sign in. All students must have a valid reason for lateness, including a note from home.

Codes

Up until 9.30am - L for Late
After 9.30am - U for Absent

Further information is available [here](#).

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Can I take my child on holiday during term time?

Leave of absence in term-time

Taking leave of absence in term-time will affect your child's schooling as much as any other absence and we expect parents to help their child by not taking holidays in school time. Headteachers are no longer able to authorise any term-time absence unless there are exceptional circumstances.

All applications for leave must be made in advance and in making a decision the school will consider the circumstances of each application individually and you will be notified of the decision in writing. Please use the [Student Absence Form](#).

Any period of leave taken without the agreement of the school, or in excess of that agreed, will be coded as unauthorised and may result in a Penalty Notice being issued to parents. The school can request a Penalty Notice to be issued from the Pupil Services Court Team at Leicestershire County Council.

A Penalty Notice is £60 per parent per child, to be paid within 21 days. Failure to pay the fine(s) within this timescale would mean the fine rising to £120 to be paid within 28 days of the original fine being issued. If the fine(s) remain unpaid after the full period of 28 days has expired, parents may face legal action under section 444 of the Education Act 1996.

What should I do if my child feels ill during the school day?

The procedure is to go to Student Reception and explain to the members of staff that they do not feel well. We are then able to assess your child. Often, a drink or some food can help and often children do return to lessons.

Where it is clear that your child is unwell, we will call you and ask you to collect. We can then monitor your child to ensure that they are ok prior to collection.

Your child is not allowed to use their phone to contact you. It is incredibly important we are aware first if your child is unwell.



Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school when they're unwell.

There are government guidelines for schools about health protection and managing specific infectious diseases at [GOV.UK](https://www.gov.uk). These say when children should be kept off school and when they shouldn't.

If you do keep your child at home, it's important to phone the school on the first day and every day after. Let them know that your child won't be in and give them the reason.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let the school know.



What to do about other conditions

High temperature

If your child has a high temperature, keep them off school until it goes away. A high temperature is 38 degrees or above.

Feeling anxious or worried

It's normal for children to feel a little anxious sometimes. They may get a tummy ache or headache, or have problems eating or sleeping.

Avoiding school can make a child's anxiety about going to school worse. It's good to talk about any worries they may have such as bullying, friendship problems, school work or sensory problems. You can also work with the school to find ways to help them.

If your child is still struggling and it's affecting their everyday life, **it might be good to talk to your GP or school nurse.**

Coughs and colds

It's fine to send your child to school with a minor cough or common cold. **But if they have a high temperature, keep them off school until it goes.**

Encourage your child to throw away any used tissues and to wash their hands regularly.

Chickenpox

If your child has chickenpox, keep them off school until all the spots have crusted over.

This is usually about 5 days after the spots first appeared.

Cold sores

There's no need to keep your child off school if they have a cold sore.

Encourage them not to touch the blister or kiss anyone while they have the cold sore, or to share things like cups and towels.

Conjunctivitis

You don't need to keep your child away from school if they have conjunctivitis, **unless they are feeling very unwell.**

Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

COVID-19

If your child has mild symptoms, such as a runny nose, sore throat, or slight cough, and feels well enough, they can go to school.

Your child should try to stay at home and avoid contact with other people if they have symptoms of COVID-19 and they either:

- **have a high temperature**
- **do not feel well enough to go to school or do their normal activities**

What to do if your child has tested positive

Your child is no longer required to do a COVID-19 rapid lateral flow test if they have symptoms. But if your child has tested positive for COVID-19, they should try to stay at home and avoid contact with other people for 3 days after the day they took the test.

Ear infection

If your child has an ear infection and a high temperature or severe earache, keep them off school until they're feeling better or their high temperature goes away.

Hand, foot and mouth disease

If your child has hand, foot and mouth disease but seems well enough to go to school, there's no need to keep them off.

Encourage your child to throw away any used tissues straight away and to wash their hands regularly.

Head lice and nits

There's no need to keep your child off school if they have head lice.

You can treat head lice and nits without seeing a GP.

Impetigo

If your child has impetigo, they'll need treatment from a pharmacist or GP, often with antibiotics.

Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment.

Encourage your child to wash their hands regularly and not to share things like towels and cups with other children at school.

Measles

If your child has measles, they'll need to see a GP. Call the GP surgery before you go in, as measles can spread to others easily.

Keep your child off school for at least 4 days from when the rash first appears.

They should also avoid close contact with babies and anyone who is pregnant or has a weakened immune system.

Ringworm

If your child has ringworm, see your pharmacist unless it's on their scalp, in which case you should see a GP.

It's fine for your child to go to school once they have started treatment.

Scarlet fever

If your child has scarlet fever, **they'll need treatment with antibiotics from a GP.** Otherwise they'll be infectious for 2 to 3 weeks.

Your child can go back to school 24 hours after starting antibiotics.

Slapped cheek syndrome (fifth disease)

You don't need to keep your child off school if they have slapped cheek syndrome because, once the rash appears, they're no longer infectious.

But let the school or teacher know if you think your child has slapped cheek syndrome.

Sore throat

You can still send your child to school if they have a sore throat. **But if they also have a high temperature, they should stay at home until it goes away.**

A sore throat and a high temperature can be symptoms of tonsillitis.

Threadworms

You don't need to keep your child off school if they have threadworms.

Speak to your pharmacist, who can recommend a treatment.

Vomiting and diarrhoea

Children with diarrhoea or vomiting should stay away from school until they have not been sick or had diarrhoea for at least 2 days (48 hours).

However, if the vomiting is not linked to a virus, your child may return once they feel better.

Emotional Based School Avoidance is a term used when difficulties attending school have escalated to a point where the child or young person has continued to struggle to attend school over a period and is associated with emotional and physical distress (Ladwig & Khan, 2007).

There are many factors involved in Emotional Based School Avoidance. They are often referred to as 'push and pull factors'. Push factors increase a CYP's ability to attend school, and pull factors are those that reduce it (and therefore make it more likely the CYP will stay at home).

It can be a very worrying time seeing your child unhappy, so we have included further information about EBSA below. If you think your child is avoiding school linked to emotions, please contact your child's Key Stage Hub.

We are proud to say the SEND team and both pastoral hubs as well as Mrs Farnsworth, have received up to date EBSA training and have met with the local engagement officer Nicky Booth, who we are able to refer families to for support and intervention.

Have you noticed that your child...?

5 TIPS FOR FAMILIES

Is being overwhelmed by their emotions and this is making it very difficult to attend school?



Has a lot of tummy aches, headaches or other signs that might indicate anxiety?



Has experienced upsetting or difficult life events, for example a loss or a change that is making it harder for them to go to school?

Has sometimes found it difficult to attend, has a lot of time off, or is not going to school at all?



Is attending school but is really struggling: maybe they are finding it hard to separate from you or have worries that they can't put their finger on?

You are not alone...

To find support for you and your child, contact:

- School SENDCo / Family Support Liaison
- [Just One Service \(Lowestoft/Waveney\)](#)
- [Emotional Wellbeing Hub \(East & West\)](#)

The rest of our 5 Tips for Families EBSA series has more things you can try straight away.



Noticing the signs of Emotionally Based School Avoidance (EBSA)



Advice for Parents

5 TIPS FOR FAMILIES

Be kind to yourself – know you are doing the best you can and it's okay to take some time away from worries. Have time to do something you enjoy and recharge your batteries.



At the most difficult points, we know it takes every ounce of strength to stay calm, so it can be helpful to have some 'go to' **calming phrases**. You can make some up with your child at times when you are relaxed together.



Do try to communicate calmly, even if you don't feel calm. Good advice to follow is "SLOW, LOW, LOW" (slow down, lower volume, lower tone).



Setting aside clear time for learning, within usual school hours, will keep the **links with learning**, making it easier for them when they are in school.

Creating a plan together, that everyone agrees to, can help your child to be at school. Our 5 Tips Series has ideas to include in your plan.





Emotionally Based School Avoidance (EBSA)



5 TIPS FOR FAMILIES

Ways to Self-Regulate for Children & Young People

Mindfulness

Practising mindful activities have been shown to help us feel calmer, find focus, accept kindness and to let go of worries.



Physical Health

Being active, eating a nutritious diet and getting good sleep helps us to have more energy and feel more in control to manage big feelings.



Breathing

Controlling our breathing can have a positive impact on how the rest of our body feels.

Grounding

Take five minutes in the day to notice: what we can see, hear, smell, touch and taste.



The Outdoors

Spend time outside every day. Use the grounding techniques to connect ourselves with nature.



Emotionally Based School Avoidance (EBSA)



Child Based Factors

- Rebalance and dishabituate high stress levels through regular relaxation, sensory breaks, calm starts
- Discuss and plan for situations that they find difficult - role play to gain a sense of self-efficacy and build confidence
- Explore social anxieties and develop insight into the aspects of social interaction that they find worrying or difficult
- Targeted support to develop key social communication and assertiveness skills
- Complete the 'Ladder of Strength and Courage' activity with the CYP to empower them to see the small manageable steps to achieve a return to school
- Gradually increase duration or complexity of the demand to build a sense of mastery over reduced school avoidance
- Behavioural experiments to build confidence and a resilient evidence base of coping and succeeding
- Harness existing strengths and interests and explore hopes and dreams for the future

School Based Factors

- RAG (Red Amber Green) the school environment to review hotspots and areas requiring support, as well as areas that feel more manageable
- Targeted support to reduce areas of particularly high anxiety e.g. 'meet and greet', peers to walk to school with
- Support to identify positive aspects of school (e.g. favoured lessons/ teachers) which could provide basis for return
- A 'safe space' to escape to when feeling overwhelmed and access to 'calming toolkits' to aid regulation
- Complete a friendship audit to review pre-existing friendships as well as friendship opportunities (e.g. Sociograms)
- Practical support to develop friendships e.g. Circle of Friends, Buddy systems, lunchtime clubs and structured group activities
- Access to catch up tutoring and pre-teaching (online or face-to-face) so that the child feels more confident re-entering the classroom
- Support the CYP to prepare a script that they can use when other children ask them why they have not been attending school



Home Based Factors

Establish **calm routines** with parent/carer ahead of home-to-school transition e.g. support the parent/carer to prepare a script to **build safety** during separation/reunion

Consider small amounts of **contact with parent/carer** throughout the day e.g. allowing phone calls home to check-in with family members

Prioritise the child's **mental health and wellbeing** needs, with a focus on rebuilding resilience and establish healthy habits for good mental health

Provide a **safe relationship** in school and gradually increase trust and tolerance for time away from parent/carers through use of the **key adult(s) approach**

Make use of **'transitional objects'** that represent their parent/carers are holding them in mind even though they are not physically present

A balanced 'school day' at home, with opportunities to engage in **calming activities**, interspersed with **education-orientated tasks** (e.g. online learning, self-directed or informal learning)

A strong focus on **relational repair, re-connection** and increasing the child's **sense of belonging** to school

Try to **increase the appeal of school** e.g. utilise the child's interests, start with a favoured subject area or a particular teacher, and shine a light on positives

Give the child time to **prepare for a return to school**; getting back into sleep routines, trying on school uniform, organising school bag, practicing the walk to school etc

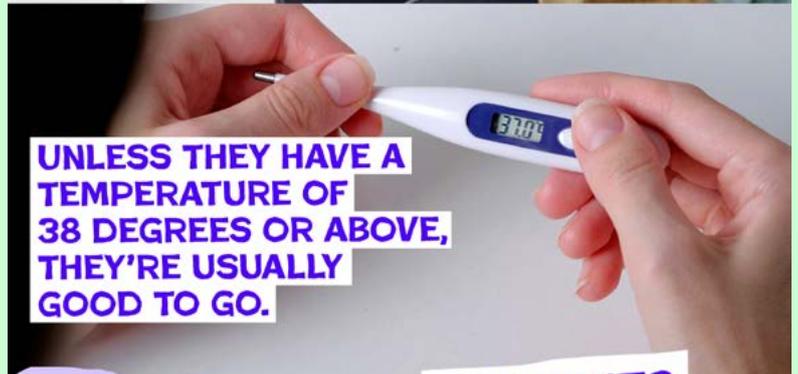
Home-School projects which span across environments so that the CYP has a **sense of continuity** even on days when they do not feel able to attend

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**



IF YOUR CHILD IS FEELING UNDER THE WEATHER,

IT CAN BE HARD TO KNOW IF YOU SHOULD SEND THEM TO SCHOOL OR NOT.



UNLESS THEY HAVE A TEMPERATURE OF 38 DEGREES OR ABOVE, THEY'RE USUALLY GOOD TO GO.

SEARCH NHS SCHOOL ILLNESS GUIDANCE.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

What are ACEs?

Our early experiences matter. If children are routinely exposed to situations such as domestic violence, mental ill health, problematic alcohol and other substances, this can lead to negative impacts which can last into adulthood. Such chronically stressful situations are called Adverse Childhood Experiences (ACEs) and they are often associated with poorer outcomes across the lifespan in terms of educational attainment, employment, involvement in crime, family breakdown, and a range of health and well-being measures.



What is an Adverse Childhood Experience?

Adverse Childhood Experiences (ACEs) are stressful experiences occurring during childhood that directly harm a child or affect the environment in which they live. (Bellis et al 2016)

ACEs can include the following:

1. Verbal abuse
2. Physical abuse
3. Sexual abuse
4. Physical neglect
5. Emotional neglect
6. Parental separation
7. Domestic violence
8. Mental ill health
9. Alcohol or drug misuse

Impact of four or more ACEs

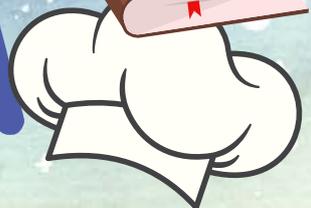
2 times more likely to have a chronic disease		3 times more likely to have respiratory disease		3 times more likely to develop coronary heart disease	
4 times more likely to develop type 2 diabetes		4 times more likely to be a high risk drinker		6 times more likely to smoke tobacco or E-cigs	
11 times more likely to have smoked cannabis		16 times more likely to have used crack cocaine or heroin		20 times more likely to have been incarcerated in their life	

What does 'Trauma Informed' mean?

Trauma Informed Approaches are a way of increasing the understanding of trauma and its impact through supporting development of skills and knowledge throughout the workforce. It also recognises the correlation between trauma and poorer outcomes which may be caused by the direct impact of the trauma, the impact of the trauma on a person's coping response or the impact of the trauma on a person's relationships with others.



REMEMBER
EDUCATION
WITH
ATTENDANCE
REACHES
DREAMS



SPORTS HIGHLIGHTS

Varsity Rugby

On Wednesday we had both our Varsity afternoon versus Lutterworth College and our Fifth Annual Rugby Dinner, both at Lutterworth RFC. The Varsity afternoon was a success, with the weather holding (for the first time in a few years!), allowing some great rugby to be played.

We played the College in 4 boys' games, the results of which were:

Year 7 Lutterworth High 15- 25 Lutterworth College
Year 8 Lutterworth High 25 - 25 Lutterworth College
Year 10/9s Lutterworth High 60-12 Lutterworth College
Year 11s Lutterworth High 52-7 Lutterworth College.

Unfortunately the College were unable to field a girls team this year, but at short notice we managed to arrange a game to take place. Many thanks to Market Bosworth RFC for getting your girls over at a days notice. It was a close game, with Market Bosworth edging Lutterworth High by just one try.

The highlight of the afternoon for me was after 5 years together, the Year 11s playing their final game. This was capped off by letting Prop Harley Diffey take the final conversion, which he miraculously slotted!

After the games had finished and everyone had got changed, we headed into the clubhouse for our Fifth Annual Rugby Dinner. The award winners were as follows:

Girls

Most Improved: Emily Hollingsworth
Coach's Player: Katie Mills
Players' Player: Liv Moore

Year 7

Most Improved: Berin Shipley
Coach's Player: Elijah Hall
Players' Player: Toby Allen

Year 8

Most Improved: Will Selby
Coach's Player: Louis Bailey
Players' Player: Ben Laxton

Year 10/9

Most Improved: Cameron Parker
Coach's Player: George Davis
Players' Player: Oscar Mott

Year 11

Most Improved: Joe Woodward
Coach's Player: Lewis Lennon
Players' Player: Harley Diffey

Rugby Ethos Shield: Ethan Parkes

In addition, we were honoured to be joined by Lutterworth 1st XV Captain Harry Wood as our Guest Speaker, who gave a great speech about his journey in rugby, from humble beginnings here at Lutterworth High School. The players all seemed to thoroughly enjoy what he had to say, as they listened intently and many went for a chat with him afterwards.

The day brought the curtain down on yet another successful rugby season, and I know we are already counting down the days until we get going again in September with pre-season training and Saturday block fixtures.

Mr Johnson

Teacher of Maths and Rugby Coach



SPORTS HIGHLIGHTS

Cross Country

On Monday, our students took part in this year's House Cross Country event. Despite a heavy downpour of rain and a hailstorm we managed to avoid all of this to run the event. Well done to all students who took part. Each boy and girl from Years' 7, 8 and 9 who won their race are pictured below with Mr Kirby.

Results can be seen below.

These are our Cross-Country winners:

Year 7

Boys

1. (Student pictured below) (Montgomery) 9.34sec
2. Noah Gibson (Churchill)
3. Luke Green (Montgomery)

Girls

1. (Student pictured below) (Cunningham) 11.18sec
2. Amelie Hall (Cunningham)
3. Ruby Christie (Montgomery)

Year 8

Boys

1. (Student pictured below) (Cunningham) 9:27sec
2. Toby Read (Churchill)
3. Louis Bailey (Cunningham)

Girls

- 1.(Student pictured below) (Tedder) 12:10sec
2. Asma Faizi (Cunningham)
3. Emily Hill (Tedder)

Year 9

Boys

1. (Student pictured below) (Cunningham) 9.40sec
2. Bobby Stonehouse (Cunningham)
3. Matthew Hill (Tedder)

Girls

- 1.(Student pictured below) (Cunningham) 12.20sec
2. Maria O'Connor (Montgomery)
3. Olivia Barry (Churchill)



MONDAY

TUESDAY

WEDNESDAY

THURSDAY



**THE
EMERALD
WAY**

**AFTER SCHOOL
15:00-16:30**



**THE
EMERALD
WAY**

Athletics

All Years
(All PE staff)

Rounders

All Years
(ZTU)

Team Tennis

Invite Only
All Years
(SLO)

Tennis

All Years
(TWH)

Dance

Yr.7-8
(KBA)

Mixed XC

Yr.7-11
(MNA)

The Games

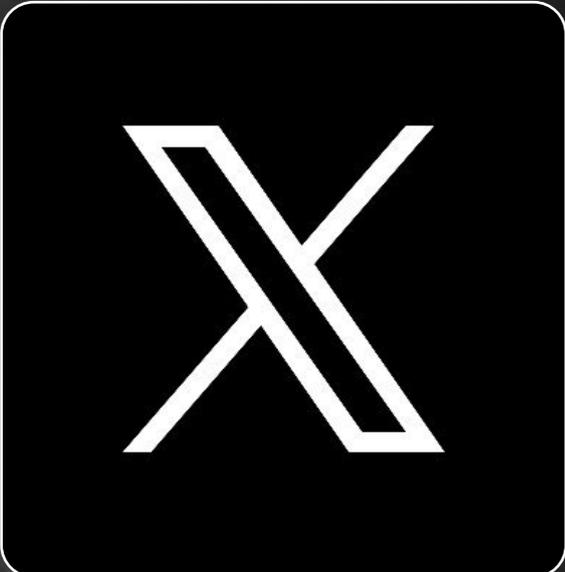
Invite Only
3pm-4pm
(STO)

ACTIVITY OVERVIEW - TERM 5

Days	Lunch 12.30-1.15pm	After School 3.00pm 3.00-4.00pm/4.15pm/4.30pm
Monday	2:30-13:15 Christian Union 12:30-13:15 Library Helper 12:30-13:15 Student Librarians	15:00-16:30 Athletics 15:00-16:30 House Netball 10/11 15:30-16:30 House Football 10/11 15:50-16:30 Dance
Tuesday		15:00-16:30 House Football - Year 7 15:00-16:30 Rounders - All Years 15:05-16:00 Silver DofE 15:30-16:30 House Netball 7
Wednesday	12:30-13:00 MiniBridge 12:30-13:10 Pride Club	15:00-15:45 Orchestra 15:00-16:00 Bronze DofE 15:00-16:30 House Football - Year 8 15:00-16:00 Further Maths 15:00-16:30 House Netball 8 15:00-16:30 Tennis - Teams 15:10-16:10 STEM Club 15:10-16:15 Textiles Art Club 15:15-16:35 Cross Country Club
Thursday	12:30-13:00 Show & Tell 12:30-13:15 Language Leadership Award 12:40-13:10 Choir	15:00-16:15 Dance Club 15:00-16:15 KS3 Art Club 15:00-16:15 The Games 15:00-16:30 House Football - Year 9 15:00-16:30 House Netball 9 15:00-16:30 Tennis - Recreational
Friday	12:30-12:45 Prom Committee 12:30-13:00 Bilingual Book Club	

THE
EMERALD
WAY





Mrs B @MrsBarnacle · Apr 18
10En2 collated ideas for possible exam questions in preparation for their mocks next week, then tried out different revision strategies, including cue cards and foldable. Some great work! @LuttHigh @EnglishatLhs



Mr Nutt @MrNuttGeography · Apr 17
Delivering a walking talking mock exam to our Year 10 #GCSE #Geography students this morning @LuttHigh. A valuable time to familiarise them with questions in an exam hall to prepare them for their mocks in the next few weeks.



Miss N Science @MissN_LHS
The sun came out (well, most of the time!) this morning for the annual @LuttHigh school cross country race! It was great to see so many students running well and putting the effort in! Here they are getting their stamp at the half-way point.



Lutterworth High @LuttHigh
Celebrating #EidMubarak2024 today!



Aaron Mehta @merlin_spitfire
DofE making good progress @LuttHigh



Follow us on X

<https://twitter.com/LuttHigh>

eServices

KEEPING US CONNECTED

EduLink

The EduLink App provides a convenient and accessible way for us to communicate with parents on some of the main aspects of daily school life.

It's easy to use and is accessible from a smart phone, tablet or PC. You can use the app to report an absence easily and also book appointments for your child's Parents' Evening.

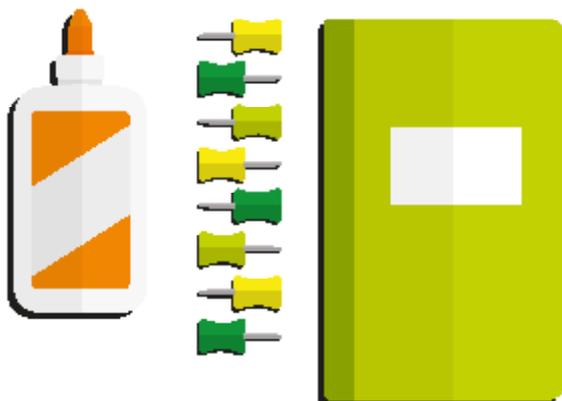
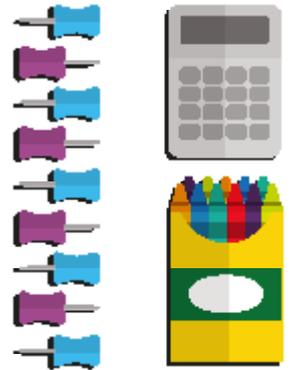
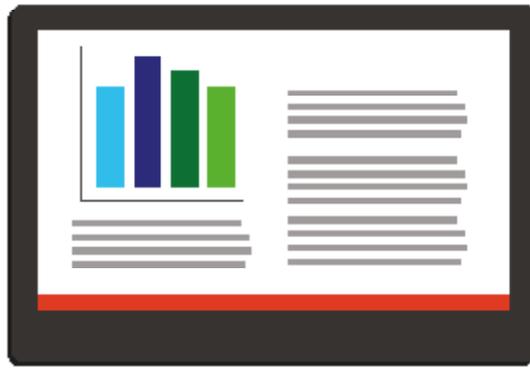
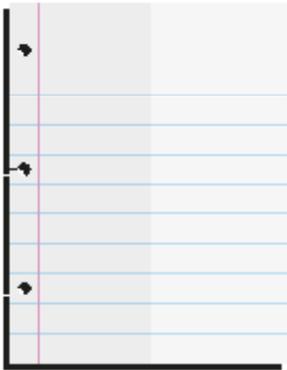
If you haven't already been issued with login details, please contact the EduLink team on the below email address edulinkapp@lutterworthhigh.co.uk.

NEED HELP?

If you have any queries or need IT assistance, do not hesitate to email eservices@lutterworthhigh.co.uk



OFFICE 365 - STUDENT ADVANTAGE & TEAMS



Stock up for academic success with free Office.

Students get a complete version of the latest Microsoft Office for free to use for as long as they're students!

Visit our the website and go to Menu - Students - Student Zone

COMMUNITY NOTICES



PIANO LESSONS

Ms. Nixon
(PIANO TEACHER)

- 30 min one-to-one lessons
- Play for fun or prepare for exams
- Lessons take place at Lutterworth High School, on Fridays 9am - 3:15pm

ONLY A FEW SPACES LEFT!

Contact:
Lizzaa@hotmail.com

Workshops Spring / Summer 2024



MARKET HARBOROUGH

The Cube, Symington Rec, St Mary's Rd,
LE16 7DS (behind EcoVillage)

Monday 8th April 10:00-12:00
Monday 13th May 10:00 - 12:00
Monday 10th June 10:00 - 12:00
Monday 8th July 10:00 - 12:00

GREAT GLEN

St Cuthbert's Church, LE8 9DW

Monday 15th April 1:30 - 3:00
Monday 20th May 1:30 - 3:00
Monday 17th June 1:30 - 3:00
Monday 15th July 1:30 - 3:00

Our **FREE** monthly workshops provide space to connect with others and support you to improve your wellbeing. Sessions are relaxed and informative, facilitated by friendly approachable staff and volunteers. Session topics are based around the 5 Ways to Wellbeing (Active, Connect, Take Notice, Give and Learn). You can attend as many or as few as you like.

To book a **FREE** place call 01858 456 042 or email wellbeing@vasl.org.uk
Over 18s only



VASL, Torch House, Torch Way, Market Harborough, LE16 9HL
Registered Charity No. 1141274



GoLearn!

Leicestershire Adult Learning Service



Family Learning

Free Course

Building your Child's Resilience

This is a **free, 5-week** course for parents/grandparents/carers of preschool and primary school aged children. (This course is for adults. Please do not bring children.)



During the 5 sessions you will gain confidence to support your child's social and emotional needs to help them build **resilience**. You will explore:

- Recognising, expressing and managing emotions
- Building self-esteem and confidence
- Recognising how mindfulness, exercise and being outdoors can help the development of **resilience**
- Discover different ways to support your child with ideas for engaging, practical home activities

Venue:
Learning Rooms, Market Harborough Library, The Symington Building, Adam & Eve Street, Market Harborough LE16 7LT
Programme Dates and Time:
5 weeks starting Tuesday, 16th April 2024, 1pm to 2.30pm

Course Code:
23MH103P
Please use the **FREE** phone number or website below to enrol quoting the course code.

For further information, please email Louise.Allen@leics.gov.uk

Call **FREE**phone 0800 988 0308
www.GoLearnLeicestershire.ac.uk /LeicsGoLearn

COMMUNITY NOTICES



AGRI-TECH ENGINEERING 2024 (RESIDENTIAL)

Are you ready to dive headfirst into the world of cutting-edge farming technology? Get ready to equip yourself with practical skills that will set you apart, unleash your creativity, and make a real difference in the future of agriculture on our Agri-Tech 2024 residential course.

Join us this year for an exciting journey supported by the NFU Mutual Charitable Trust and the Douglas Bomford Trust. This unique course will open your eyes to the possibilities of sustainable farming practices while ensuring long-term food security for the UK. You'll dive into an immersive experience using robots, helping you to unleash your creative programming and practical skills as you tackle real-world challenges aimed at feeding the world efficiently while minimising environmental impact.

Agri-Tech 2024 is for Year 10 students in England and Wales, S4 students in Scotland, and Year 11 students in Northern Ireland – come join us and be a part of shaping the future of agriculture!

This event includes the following:

- Programme a robot for navigation in a field
- Design and build a seed planter
- Through experimentation and/or mathematically determine the optimum seed spacing to allow plants to thrive
- Attach the seed planter unit to a robot
- Test drive the robot and seed planter to endure correct operation



WHEN

30 Jul - 01 Aug 2024
Start time: 10:00 hrs
Finish time: 16:00 hrs



WHERE

Harper Adams
University



COST

£345*

* If cost is a barrier please see our FAQ for more details.

[Book this course](#)

COMMUNITY NOTICES

K9 KIDS

Free sessions for children to build confidence around dogs.



2024 Dates

Wednesday, 10 July
Wednesday, 31 July
Wednesday, 7 August
Wednesday, 21 August
Wednesday, 23 October

2pm to 3pm

These fun sessions will help children to:

- Know what to do when meeting a dog they don't know.
- Understand dogs' body language.
- Be more confident around dogs.
- Practice meeting a real dog responsibly and safely.



For children aged 5-16 (under 8s must be accompanied by an adult).

Please register at leicesteranimalaid.org.uk/events or scan the QR code





Body Image

NEWSLETTER

APRIL 2024

WHAT DOES BODY IMAGE MEAN?

Body image is a term that can be used to describe how we think and feel about our bodies, positively, negatively or both. Body image can relate to a person's body size or shape, height, skin colour, appearance, physical disabilities or differences.

A negative body image can influence a child or young person in many different ways. This can include:

- Lower self-esteem
- Lower levels in confidence
- Increased anxiety
- Depression or low mood
- Social isolation or withdrawal
- Self-harming or restricted eating

Source: Mental Health Foundation



Did you know?

Research has shown that for young children, attitudes about body shape and size may start as early as three or four years old.

Source: Mental Health Foundation



POOR BODY IMAGE- SPOT THE SIGNS!

It is normal for children and young people to compare themselves to others, especially as they get older. However there are signs to be aware of which could indicate that they have an unhealthy view of their body, which is negatively affecting how they feel about themselves. This could include;

- Feeling overly worried about how they look.
- Wanting to cover up parts of their body.
- Not wanting to change for PE or take part.
- Refusing types of food because 'it makes me fat'.
- Changes in mood.
- Control of eating.
- Changes in their social functioning or interaction.

Source: Mentally Healthy Schools

MENTALLY HEALTHY SCHOOLS

For further information & support, visit the **Mentally Healthy schools** website [here!](#)

IF YOU'RE WORRIED, **YOUNGMINDS** HAS LOTS OF ADVICE **HERE!**

EATING DISORDERS

In some cases, a negative body image can lead to an eating disorder. Disordered eating can present in different ways;

- Severely limiting the amount of food eaten
- Eating very large quantities of food at once
- Making yourself sick after eating and/or by misusing laxatives
- Fasting
- Undertaking excessive exercise
- Or a combination of behaviours



Did you know?

More than a third of British teenagers (35%) have stopped eating at some point or restricted their diets due to worrying about their body image.

Source: Mental Health Foundation



ADVICE & SUPPORT

If you are concerned that your child may be showing signs that they have an eating disorder, there is lots of help and support available.

Key April dates

- World Autism Awareness day-8th
- Earth day- 22nd
- Stress Awareness month



The NHS has tips and advice, alongside helplines and services available to you for support [here](#)



The Beat Eating disorders has support and advice including Beat's learning platforms for those supporting a loved one with an eating disorder. Find out more [here](#)



YoungMinds have a series of real stories of young people that have recovered from Eating Disorders. Check them out [here](#)



LET'S GET SOCIAL



DATES FOR YOUR DIARY

Thursday 25th April - Year 11 Parents' Evening
 Thursday 9th May - Year 7 Parents' Evening
 Thursday 23rd May - Year 10 Parents' Evening
 Tuesday 25th June - Summer Concert
 Wednesday 26th June 2024 - Year 11 Prom
 Thursday 27th June - New Parents' Information Evening

AUTUMN TERM 2023	FROM THE MORNING OF:	UNTIL THE END OF:
Autumn 1st half term	Tuesday 29 th August 2023	Friday 13 th October 2023
Mid-term break	Monday 16 th October 2023	Friday 20 th October 2023
Autumn 2nd half term	Monday 23 rd October 2023	Friday 22 nd December 2023 12.30pm

SPRING TERM 2024	FROM THE MORNING OF:	UNTIL THE END OF:
Spring 1st half-term	Tuesday 9 th January 2024	Friday 16 th February 2024
Mid-term break	Monday 19 th February 2024	Friday 23 rd February 2024
Spring 2nd half-term	Monday 26 th February 2024	Friday 22 nd March 2024

SUMMER TERM 2024	FROM THE MORNING OF:	UNTIL THE END OF:
Summer 1st half-term	Monday 8 th April 2024	Friday 24 th May 2024
May Day	Monday 6 th May 2024	Monday 6 th May 2024
Mid-term break	Monday 27 th May 2024	Friday 31 st May 2024
Summer 2nd half-term	Monday 3 rd June 2024	Wednesday 10 th July 2024

AUGUST TERM 2024	FROM THE MORNING OF:	UNTIL THE END OF:
Autumn 1st half term	Tuesday 27 th August 2024	Friday 18 th October 2024
Mid-term break	Monday 21 st October 2024	Friday 25 th October 2024
Autumn 2nd half term	Monday 28 th October 2024	Friday 20 th December 2024

SPRING TERM 2025	FROM THE MORNING OF:	UNTIL THE END OF:
Spring 1st half-term	Tuesday 7 th January 2025	Friday 14 th February 2025
Mid-term break	Monday 17 th February 2025	Friday 21 st February 2025
Spring 2nd half-term	Monday 24 th February 2025	Friday 11 th April 2025

SUMMER TERM 2025	FROM THE MORNING OF:	UNTIL THE END OF:
Summer 1st half-term	Monday 28 th April 2025	Friday 23 rd May 2025
May Day	Monday 5 th May 2025	Monday 5 th May 2025
Mid-term break	Monday 26 th May 2025	Friday 30 th May 2025
Summer 2nd half-term	Monday 2 nd June 2025	Wednesday 9 th July 2025