



# GLEBE

## GLEBE PARENT NEWSLETTER



I hope you have all had a good week and had an enjoyable half term.

### Referral to SEND for students without an EHCP

If you feel that your child may need additional support, we have created a new email address: [SENDReferrals@glebeprimary.org](mailto:SENDReferrals@glebeprimary.org).

This email address serves as our single point of access for SEND referrals, allowing us to review and respond to each request efficiently.

More details can be found on the website, including how referrals will be considered.

<https://www.glebe.hillingdon.sch.uk/page/?title=Parent+Referrals&pid=239>

### Mystery Guest

The mystery guest from the week before half term was...the Fire Horse from the Lunar zodiac! Well done to everyone who guessed correctly.



FRIDAY 27TH FEBRUARY 2026

### Attendance No. of sessions missed this week (SESSION = 0.5 DAY)

1B	2
4W	3
2ME	4
2G	4
5I	4
1M	5
1S	7
4V	8
4JL	9
5F	9
5K	9
RP	12
3D	12
RB	13
6M	16
6K	17
2F	18
6L	18
3S	19
RW	23
3G	33

### Whole School

# 245

sessions missed out of a possible 5790

# HIGHLIGHTS

## DT Competition

On Wednesday 25th February, four Year 5 students went to represent Glebe at St John's school. There were 10 schools competing at this DT competition, who split up into teams of twelve. This was a competition for students to build a castle with a crumble kit using technological devices as well as art supplies. Each of these individual students were separated into teams working with students from the other schools. The student's final piece was marked by the draw bridge successfully going up and down as well as the overall design and teamwork. Each of these pupils brought back a medal and should be extremely proud of themselves. You represented Glebe with so much pride!

A special thank you to Mrs Longhurst, who accompanied the children to St John's.

Miss Warner

The Glebe DT team:  
Harper, Sienna, Eshaan &  
Simar



# NETBALL NEWS

## Cluster Netball Fixture at Newnham

On Wednesday 25th February, the netball team travelled to Newnham for their Cluster fixture, competing in a series of challenging matches.

The first match against Harlyn was a strong start, with the team securing an impressive 4-1 victory. Confidence remained high going into the second match against Warrender, where the team delivered another solid performance to claim a 1-0 win.

A repeat fixture against Harlyn followed. Despite their earlier success, the team faced a tougher challenge this time and unfortunately suffered a 5-0 defeat.

The final match of the day was against the hosts and strongest competitors, Newnham.

After a brilliantly fought and determined performance, the team gave their all but Newnham secured the win with a 7-1 result.

Overall, it was a day of hard work, resilience, and valuable experience for the team.



# TRAFFIC/PARKING PAGE



## Illegal Parking

This week's winner of the Worst Parking around Glebe School award is the driver of this car. We have three parking violations in one here:

- parking on the pavement
- parking across a drop kerb/driveway
- parking on the white zigzags directly next to the zebra crossing.

This photo has been sent to Hillingdon parking enforcement.



## Parking Enforcement

If you observe a vehicle parked in violation of parking restrictions, you may report it to the enforcement hotline at 01895 271418. The hotline is operated by APCOA Parking Ltd on behalf of the Council and is available Monday to Saturday between 6am and 10pm, and on Sundays and bank holidays between 8am and 10pm.

For further information or to report illegal parking online, please search "Reporting illegally parked vehicles" on the Hillingdon website:

<https://pre.hillingdon.gov.uk/site-search/results/?q=reporting+illegally+parked+cars>

# IMPORTANT INFORMATION

## SCHOOL TRAVEL AND ROAD SAFETY



### **School Drop-Off and Pick-Up Safety**

We are continuing to receive an increased number of complaints regarding traffic issues at school pick up and drop off times.

The common factors are:

- poor driver behaviour
- lack of consideration for other road users and pedestrians
- illegal/irresponsible parking

Everyone in the community—children, parents and local residents—deserves a safe environment during school pick-up and drop-off times. When individuals take personal responsibility for their behaviour around the school gates, it helps create a safer, more respectful and secure space for all.

Finding a parking space, navigating busy traffic, and maneuvering around pedestrians can be stressful - and stress increases the risk of collisions. Even small changes can make a big difference. If driving is essential, consider parking a little further away from the school and walking the rest of the journey. This helps ease congestion and creates a safer environment for the entire school community. You may also find that, more often than not, this approach is quicker than trying to manage all the challenges right outside the school gates.

# IMPORTANT INFORMATION

## SCHOOL TRAVEL AND ROAD SAFETY



### How to create a safe environment for pick up and drop off at school

Road traffic laws are not optional they are **legal requirements** to keep all road users safe.

#### Drivers

#### School Keep Clear markings

DO NOT STOP on the yellow zig zags, not even for one second. The markings are placed outside school entrances to keep a clear space for pedestrians to cross the road without obstruction.



#### Letting children out of the car

Do not let children out of the car onto the carriageway. This is extremely dangerous. Always ensure children alight onto the pavement and in a suitable space that does not block pavements, driveways or contravene the road traffic laws.



# IMPORTANT INFORMATION

## SCHOOL TRAVEL AND ROAD SAFETY



**Pavement parking and double yellow lines** Driving along pavements and obstructing the pavement is against the road traffic law. Parking on the pavement obstructs the only safe space that pedestrians can walk. Park with all four wheels on the road. If there is insufficient space on the road to park then you must move until you find an appropriate space. Double yellow lines are put along the carriageway to stop vehicles obstructing the road. Parking on the double yellow lines obstructs the flow of traffic and causes frustrations for other road users



**White zig zags** It is against the road traffic law to stop on the white zig zag markings even for a second. Stopping here carries an immediate three points on your licence and a £100 fine. These markings are found at controlled crossing places to ensure clear unobstructed view of the crossing for the safety of pedestrians.

### **Dangerous manoeuvres**

Carrying out three point turns and reversing into spaces where children are trying to cross the road puts everyone in danger and creates frustrations for other road users.



# IMPORTANT INFORMATION

## SCHOOL TRAVEL AND ROAD SAFETY

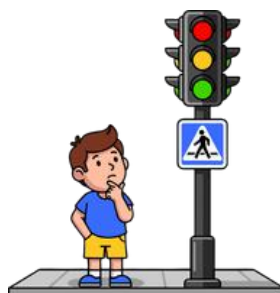
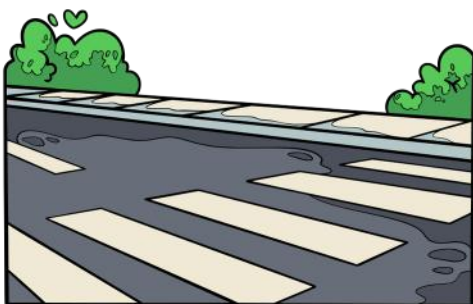


### **Pedestrians Road Safety Skills**



Using the basic Green Cross Code every time you cross the road and showing your child how to look for a safe place with good observations will keep you and your child safe. Being distracted by mobile phones or choosing unsafe places to cross the road puts yourself and your child in danger. It also teaches your child unsafe practices

**Safer Crossing Points** Teaching your child where and how to cross the road is essential for their safety. Use crossing facilities where possible; zebra crossing, refuge islands, traffic light controlled crossings. Where no crossing point is available find a spot where you have an unobstructed view along the road and stay patient until there is a clear gap in the traffic before stepping onto the road. The School Keep Clear markings are in place to provide a clear space to cross into school.



HILLINGDON  
LONDON

**By complying to the road traffic laws and the highway code, a safer, calmer environment is created for everyone.**

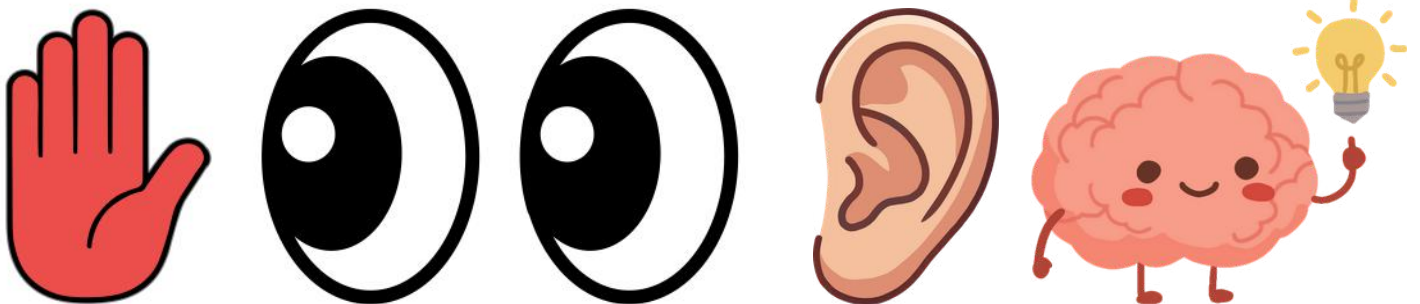
# IMPORTANT INFORMATION

## SCHOOL TRAVEL AND ROAD SAFETY



### Green Cross Code

- Stop: when you approach a crossing, **STOP** before you come to the edge of the pavement
- Look: **LOOK** all around for traffic, as traffic can come from any direction
- Listen: **LISTEN** for vehicles too. You may be able to hear them before you see them
- Think: is there enough time for you to cross the road safely, **THINK** before you do?



For more information on road safety and how to help educate your child, please visit the THINK website via the link below, where you can find further resources and interactive games

Click here → [Tales of the road](#)

# KEY INFORMATION



## Ramadan

If your child is fasting during the month of Ramadan, please could you inform their class teacher (if you haven't already)? Please can we also ask that you send in a dojo either giving permission or not to allow your child to break their fast in the case of a medical emergency?



## DoodleMaths

We have made the difficult decision to stop our school subscription to Doodlemaths for the next financial year. We undertook a cost/benefit analysis which indicated that, with less than 40% of the children accessing the programme, the significant cost to the school did not make it financially viable. In better news, we have negotiated a deal with Doodlemaths to provide parents with a discount code so that those who wish to continue with the programme can do so at home. This means keeping your child's account, streak and stars! Details of how to do this are on page 11 of this newsletter.



## World Book Day

Don't forget we are celebrating World Book Day on **Thursday 5<sup>th</sup> March**. The children will be able to come to school dressed as their favourite book character.

Use the code DOODLE26\_40 to save 40% on any Doodle home subscription, including on the already-discounted DoodleBundle of all 4 programmes, and the family bundle! (Code valid until 31st August 2026)

Annual home subscription usual price £69.99 - £159.99 (for family Bundle) - **now only £41.99 - £95.99!**

## Follow these steps!

1

To redeem, please ensure you have linked your email address to your child's account:

- Ask your child to login to the app
- Tap on Settings > Parent Details
- Click on 'create parent account' and follow the instructions to link yourself.

2

If you already have an account and need to link yourself to a different child, select "Already have a parent account? Link to it here" at the bottom of the page!

Alternatively, please go to the Parent Dashboard and follow the instructions at this link.

3

Once linked to your child(ren):

- Log in to your Parent Dashboard with your parent login details
- Go to My account > Subscriptions > Change plan
- Select pay annually > Select your plan type > Select your subject(s)
- Pop in the code! (Ts & Cs can be viewed here)

### Why upgrade to Premium?

- Unlimited access to a bespoke work programme targeting strengths and weaknesses
- Full access to the Parent Dashboard to see progress
- Games and motivational collectables to encourage 10 minutes a day of practice

An independent study has shown that children who use Doodle for 20 minutes per week are four times less likely to suffer learning loss.

If you need any support with this, please contact Doodle's parent support team directly via the green chat bubble in the bottom right-hand corner of the website.

Happy Doodling!



# REMEMBER

## Key Dates



### Spring Term - 2026



Wednesday 4<sup>th</sup> March -

Reception & Year 6 height and weight checks

Thursday 5<sup>th</sup> March -

World Book Day - dress up as a book character

Friday 6<sup>th</sup> March -

School Photos - year 6 individual and all classes

Monday 9<sup>th</sup> March -

Reception spring show for parents - 10am

Tuesday 10<sup>th</sup> March -

Year 3 trip to Chiltern Open Air Museum

Reception spring show for parents - 2.15pm

Wednesday 11<sup>th</sup> March -

Year 3 trip to Chiltern Open Air Museum

Reception spring show for parents - 10am

**No parking on site for any of these performances.**

Wednesday 25<sup>th</sup> March -

Year 4 trip to Verulamium

Friday 27<sup>th</sup> March -

Non-uniform day for termly house point winners

SCHOOL FINISHES 1 HOUR EARLIER (2.20/2.30)

Thursday 23<sup>rd</sup> April -

3S Class Assembly (re-arranged) at 9.15am (parking on the playground from 9.05am and not before for safety reasons)

1

2

3

4

# We declare a Penny War

## THE RULES

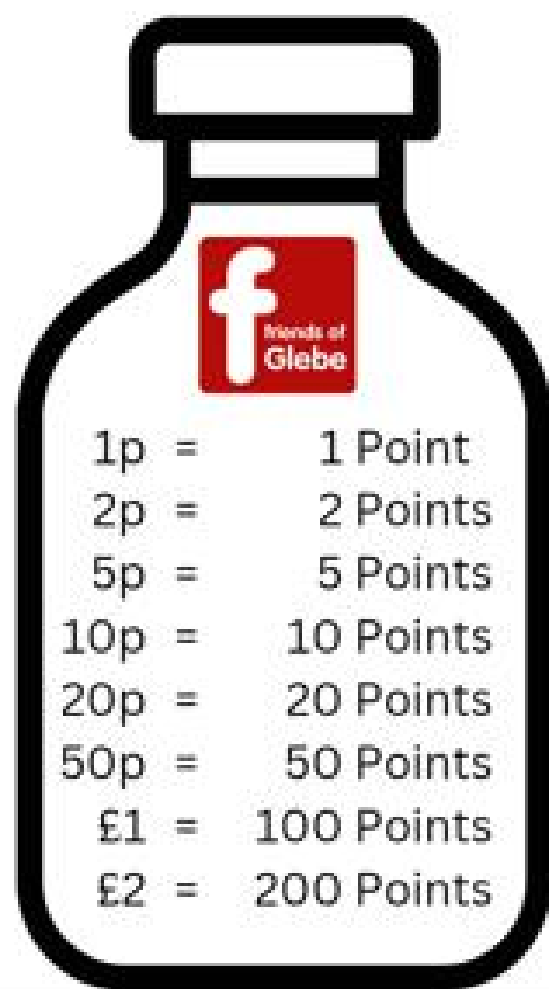
Each class has a bottle to drop coins in.

Every penny is worth 1 point.

The class that has the most points at the end of the competition wins.

Your grown up's must give permission before you bring your coins to school!

Only GBP Coins will count.



# PRIZE

## MOVIE TIME

A MOVIE AFTERNOON  
WITH SNACKS



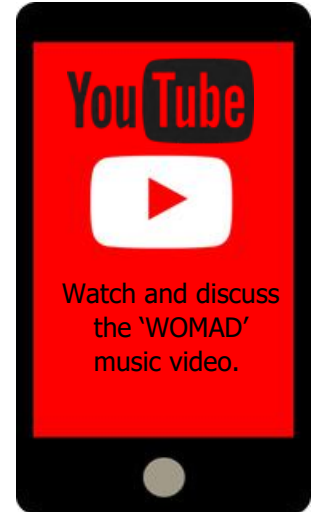


# HOME INFORMATION



## February's Musician of the Month

Nusrat  
Fateh Ali Khan



Now Playing

SPOTIFY

1:24 3:11

**About:** Nusrat Fateh Ali Khan (1948 – 1997) was a Pakistani singer, songwriter, and music director. He was primarily a singer of qawwali — a form of Sufi devotional music and is considered by The New York Times to be the greatest qawwali singer of his generation. He was known for his vocal abilities and could perform at a high level of intensity for several hours. Khan is widely credited with introducing qawwali music to international audiences. He was also a master in Hindustani classical music.

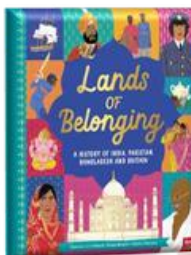
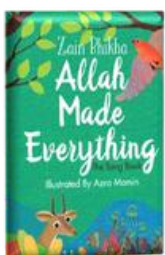
**Genres:** Qawwali, Religious & Classical

**Active from:** 1971 - 1997

**Origin:** Faisalabad, Pakistan

Books to read...

If you like Nusrat Fateh Ali Khan, try...



- Rahat Fateh Ali Khan
- The Nooran Sisters
- The Sabri Brothers

# What Parents & Educators Need to Know about ADULT ANIMATED CONTENT

Bright, bold, and widely shared, adult animated content is more popular than ever, but not always what it seems. These videos, which may appear cartoonish and harmless, often contain strong language, explicit themes, graphic violence, or dark humour. Many are accessible through platforms like YouTube, TikTok or streaming services, where filters may not catch them in time.

## WHAT ARE THE RISKS?

### MISLEADING VISUAL STYLE

Many adult animations mimic the colourful, exaggerated look of children's cartoons. This can easily mislead not just children, but also adults, into thinking they're suitable for younger viewers. Without watching the content fully, parents or educators might approve a show or video that contains explicit jokes, graphic imagery, or highly inappropriate language, all disguised beneath a playful and fun visual style.

### EXPOSURE TO HARMFUL THEMES

A number of adult animated shows and online videos explore mature or disturbing themes, such as addiction, trauma, abuse, self-harm, or violence, and often do so in a stylised or humorous way. Younger viewers may not have the emotional maturity to process this content, leading to confusion, distress, or the normalisation of very serious issues that should be discussed in a supportive context.

### RISK OF DISTRESS AND FEAR

Some adult animations, especially horror-based content or 'creepypasta' style stories, include disturbing imagery, unsettling music, and sudden scares. These videos sometimes feature distorted versions of well-known children's characters, such as Sonic the Hedgehog or Peppa Pig. In frightening or violent scenarios, children can be negatively affected if they come across this unexpectedly, leading to sleep disturbances, anxiety, or long-lasting fears, especially if children have existing worries or sensitive personalities.

### INFLUENCE OF EDGY HUMOUR

Dark, edgy humour is common in adult animation and often includes jokes about topics like sexism, racism, mental illness, or abuse. When children hear these jokes, they may repeat them without fully understanding their meaning. This can lead to inappropriate behaviour in school or online spaces, and in some cases, it can reinforce harmful stereotypes or desensitise children to real-world injustice and discrimination.

### ALGORITHMIC RECOMMENDATIONS

Video platforms are designed to keep users watching by suggesting similar content. If a child watches one mature animation, they may quickly be shown more, including even darker or more extreme videos. These recommendations are based on viewing patterns, not age-appropriateness. Without strict settings in place, this can lead to a rapid spiral into unsuitable, upsetting, or even harmful content online.

### DESENSITISATION TO VIOLENCE

Stylised violence in animation is often exaggerated and constant. Repeated exposure to it can reduce a child's emotional response to harm, making aggression or cruelty appear entertaining or acceptable. Over time, children may become less empathetic or more tolerant of harmful behaviours in real life, especially if they see others online reacting with humour, memes, or praise for violent characters or scenes.

## Advice for Parents & Educators

### LEARN WHAT CHILDREN ARE WATCHING

Take time to ask children what they're watching and who their favourite creators are. Sit down and watch a few videos to get a full understanding. This helps you spot inappropriate content early and shows children that you're interested and engaged in their online world, not just policing it.

### USE PLATFORM SETTINGS WISELY

Make use of built-in safety tools like content filters, restricted mode, and age settings on platforms such as YouTube, Netflix or TikTok. Turn off auto-play where possible and regularly review what children are being recommended. Although these settings aren't foolproof, they add an important layer of protection and help reduce the risk of children encountering disturbing or adult content accidentally.

### TALK ABOUT WHAT'S APPROPRIATE

Keep communication open and non-judgemental. Talk about why certain themes or jokes are not appropriate for children, even if they appear in animated form. Help children understand that just because something is popular or shared widely, it does not mean it's suitable or safe. If they've seen something upsetting, respond calmly, offer reassurance, and explain things in an age-appropriate way.

### ENCOURAGE CRITICAL THINKING

Help children think carefully about what they watch. Talk about the difference between fictional exaggeration and reality, while helping them question why certain content is made. Is it informative, entertaining, or meant to shock? This builds digital resilience and encourages them to make safer choices in future, rather than simply following viral trends or peer pressure to watch mature content.

## Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. We offer memberships and packages to help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday

The National College

# SPRING CHOICE

BREAD AND SALAD BAR  
AVAILABLE DAILY

## WEEK 1

WC: 5th Jan, 26th Jan  
16th Feb, 9th Mar, 30th Mar

## WEEK 2

WC: 12th Jan, 2nd Feb  
23rd Feb, 16th Mar

## WEEK 3

WC: 19th Jan, 9th Feb  
2nd Mar, 23rd Mar

MONDAY

Margherita Pizza & Potato Salad (V) (VG)  
Spinach & Potato Curry with Steamed Rice (VG) (GF)  
Jacket Potato & Fillings (V) (VG) (GF)  
Soft Roll with a Choice of Fillings (V) (VG)

Mixed Salad, Sweetcorn  
Fresh Daily Salad Selection, Homemade Bread

Ice Cream & Fruit (V)  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

Margherita or Pepper Pizza (V) (VG)  
Cheesy Bean Wrap (V)  
Jacket Potato & Fillings (V) (VG) (GF)  
Baguette with a Choice of Fillings (V) (VG)

Baked Potato Wedges, Mixed Salad, Peas  
Fresh Daily Salad Selection, Homemade Bread

Chocolate Mousse (V)  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

Margherita or Sweetcorn Pizza with Coleslaw (V) (VG)  
★ Veggie-Ball Curry & Steamed Rice (VG) ★  
Jacket Potato & Fillings (V) (VG) (GF)  
Sandwich with a Choice of Fillings (V) (VG)

Mixed Salad, Sweetcorn  
Fresh Daily Salad Selection, Homemade Bread

Crispy Cake (VG)  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

TUESDAY

Oven Baked Sausages or Plant-based Sausages (VG)  
Fisherman's Pie (GF)  
Jacket Potato & Fillings (V) (VG) (GF)  
Soft Roll with a Choice of Fillings (V) (VG)

Mashed Potatoes, Savoy Cabbage, Carrots, Gravy  
Fresh Daily Salad Selection, Homemade Bread

★ Peach & Forest Fruit Cobbler with Custard (V) ★  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

Spaghetti Bolognese  
Seasonal Vegetable Hot Pot (VG)  
Jacket Potato & Fillings (V) (VG) (GF)  
Baguette with a Choice of Fillings (V) (VG)

Broccoli, Sweetcorn  
Fresh Daily Salad Selection, Homemade Bread

Fruit Crunch & Custard (V)  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

All Day Breakfast  
English Veggie Breakfast (V) (VG)  
Jacket Potato & Fillings (V) (VG) (GF)  
Sandwich with a Choice of Fillings (V) (VG)

Hash Brown, Baked Beans, Peas  
Fresh Daily Salad Selection, Homemade Bread

Fresh Fruit Salad (VG)  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

WEDNESDAY

★ Roast Chicken (GF) ★  
★ Fish Finger or Quorn Dipper (VG) Wrap ★  
Jacket Potato & Fillings (V) (VG) (GF)  
Soft Roll with a Choice of Fillings (V) (VG)

Roast Potatoes, Carrots, Peas, Gravy  
Fresh Daily Salad Selection, Homemade Bread

Chocolate & Orange Cookie (VG)  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

★ Roast Chicken (GF) ★  
★ Butternut Squash Wellington (V) (VG) ★  
Jacket Potato & Fillings (V) (VG) (GF)  
Baguette with a Choice of Fillings (V) (VG)

Mashed Potatoes, Cabbage, Peas, Gravy  
Fresh Daily Salad Selection, Homemade Bread

Jelly & Fruit (V) (VG)  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

★ Roast Chicken (GF) ★  
★ Roasted Vegetable & Stuffing Tart (VG) ★  
Jacket Potato & Fillings (V) (VG) (GF)  
Sandwich with a Choice of Fillings (V) (VG)

New Potatoes, Carrots, Broccoli, Gravy  
Fresh Daily Salad Selection, Homemade Bread

Hot Chocolate Fudge Pudding (V)  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

THURSDAY

Mild Chicken Korma (GF)  
Tomato & Herb Pasta Bake (V) (VG)  
Jacket Potato & Fillings (V) (VG) (GF)  
Soft Roll with a Choice of Fillings (V) (VG)

Steamed Rice, Broccoli, Sweetcorn  
Fresh Daily Salad Selection, Homemade Bread

★ Jam Roly Poly & Custard (V) ★  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

Cheese Topped Cumberland Pie  
Shepherdess Pie (VG)  
Jacket Potato & Fillings (V) (VG) (GF)  
Baguette with a Choice of Fillings (V) (VG)

Green Beans, Carrots  
Fresh Daily Salad Selection, Homemade Bread

★ Yorkshire Parkin & Custard (V) ★  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

★ Chilli con Carne & Steamed Rice (GF) ★  
★ Pasta Bar with a Choice of Toppings ★  
Jacket Potato & Fillings (V) (VG) (GF)  
Sandwich with a Choice of Fillings (V) (VG)

Sweetcorn, Carrots  
Fresh Daily Salad Selection, Homemade Bread

Dorset Apple Cake & Custard (V)  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

FRIDAY

Breaded Fish Fingers or Fishless Fingers (VG)  
★ Cheddar & Broccoli Quiche (V) ★  
Jacket Potato & Fillings (V) (VG) (GF)  
Soft Roll with a Choice of Fillings (V) (VG)

Chips, Peas, Baked Beans, Ketchup  
Fresh Daily Salad Selection, Homemade Bread

Banana Cake (V)  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

Breaded Fish Fingers or Crispy Crumb Vegetable Grill (VG)  
Baked Sweet Potato Omelette (V) (GF)  
Jacket Potato & Fillings (V) (VG) (GF)  
Baguette with a Choice of Fillings (V) (VG)

Chips, Peas, Baked Beans, Ketchup  
Fresh Daily Salad Selection, Homemade Bread

Lemon Cookie (VG)  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

Breaded Fish Fingers or Crispy Golden Dippers (VG)  
Cheddar Cheese Pie (V)  
Jacket Potato & Fillings (V) (VG) (GF)  
Sandwich with a Choice of Fillings (V) (VG)

Chips, Peas, Baked Beans, Ketchup  
Fresh Daily Salad Selection, Homemade Bread

Lancashire Cookie (VG)  
Dolce Homebake, Seasonal Fruit, Fruit Yoghurt

★ NEW DISHES FOR 2025/26

V = Vegetarian | VG = Vegan | \*GF = Gluten Free

For full allergen information please refer to your School Grid Account. \*Gluten free products are prepared in a kitchen that handle products containing gluten. Any Halal menu variations will be displayed on SchoolGrid. Menus subject to change.



# Supporting your child's school attendance

Help shape parent support in Hillingdon

## Parent/carer group discussion

With Danielle, Tanya & Jack from the Hillingdon Educational Psychology Service would like to:

- Hear what has or has not helped
- Share your views on what might be helpful in the future

**First come first serve Scan the QR code to register for a face to face or online session here:**



For further information, please contact [educationalpsychologyservice@hillingsdon.gov.uk](mailto:educationalpsychologyservice@hillingsdon.gov.uk)



HILLINGDON  
LONDON

# Online Family Hub Timetable

1 February-31 March 2026



*Thriving healthy households*



**HILLINGDON**  
LONDON

[www.hillingdon.gov.uk/family-hubs](http://www.hillingdon.gov.uk/family-hubs)

# Useful information

## How to Book

To book a session, please ensure you are already registered with the Family Hubs or Children's Centres. You can book a session by contacting your local Family Hub or Children's Centre, or by emailing [familyhubnetwork@hillington.gov.uk](mailto:familyhubnetwork@hillington.gov.uk).

Please include the course title, the date you would like to book, your full name, and your date of birth.

For more information or to register, visit [www.hillingdon.gov.uk/family-hubs](http://www.hillingdon.gov.uk/family-hubs).

Please note that all online sessions are available through Microsoft Teams.

## Hillingdon family hubs and children's centres

To view our range of services, session descriptions and to see other family hubs and children's centres timetables visit [www.hillingdon.gov.uk/family-hubs](http://www.hillingdon.gov.uk/family-hubs)

## Hillingdon Youth Offer

There are a variety of programmes and activities available to children and young people aged 8 to 19 (up to 24 years with special educational needs) who live, learn or earn in Hillingdon.

To find out more, please visit [www.hillingdon.gov.uk/youth-offer](http://www.hillingdon.gov.uk/youth-offer)

## Other information

### Childcare funding

Do you qualify for funded childcare for your child, from nine months to four years old? To find out more, speak to a member of our staff or visit [www.hillingdon.gov.uk/funded-childcare](http://www.hillingdon.gov.uk/funded-childcare).

### Start for Life

For more information on Hillingdon's Start for Life, visit [www.hillingdon.gov.uk/start-for-life](http://www.hillingdon.gov.uk/start-for-life)

### Healthy Start

Healthy Start helps you buy healthy foods and get free vitamins if you are pregnant or have a child under 4 and claim certain benefits. To apply visit [www.hillingdon.gov.uk/healthystart](http://www.hillingdon.gov.uk/healthystart)

### SEND Local Offer

Our local offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents/carers. [www.hillingdon.gov.uk/send](http://www.hillingdon.gov.uk/send)

### Children, young people and parents

#### Directory of Services

For information on children, young people and family services in Hillingdon, visit [careandsupport.hillingdon.gov.uk](http://careandsupport.hillingdon.gov.uk)

### Further support for your family

For further help and support for your family, visit [www.hillingdon.gov.uk/stronger-families](http://www.hillingdon.gov.uk/stronger-families)



# Online Family Hub Activities Timetable

## Toilet Training

Supporting your child to use the toilet independently.

- 17 March 7-8pm

## Behaviour Strategies

Supporting family life and challenging behaviour.

- 25 March 7:30-8:30pm

**SEND Sleep Matters** A workshop for parents with children with additional needs.

- 3 March 1-3pm

## Fussy Eating

Encouraging positive mealtimes.

- 3 March 10-11am

**Sleep Matters 1–5-Years** Promoting positive bedtime space.

- 5 March 7-8pm

## Sleep Matters 0–1-Year

Promoting positive bedtime space

- 10 March 7:30-8:30pm

## Hillingdon Children's Integrated Therapy Service (CITS)

CITS support families with children and young people with additional needs through assessment, therapy, training, and advice. Please use the link above for further details.



Five to thrive  
champions

# NURSERY



# HIGHLIGHTS

# RECEPTION



# HIGHLIGHTS

# YEAR 1



# HIGHLIGHTS

# YEAR 2



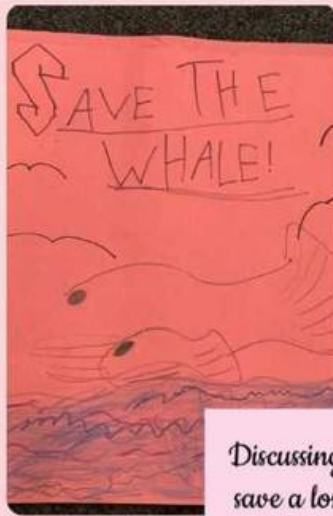
Year 2 went on a trip to learn about the Fire of London



PIC • COLLAGE

# HIGHLIGHTS

# YEAR 3



Discussing how we would save a lost whale in RE.



Completing a story map of our English text, Stone Age Boy.



Exploring how magnets attract and repel one another in Science.

# HIGHLIGHTS

# YEAR 4



Year 4's been having fun in gymnastics!



# HIGHLIGHTS

# YEAR 5



Acting out  
different scenes  
from our new text  
in English!



PIC • COLLAGE

# HIGHLIGHTS

# YEAR 6



Dear ...  
I am writing to you because I want to talk to you about how I strongly agree with the idea of a social media ban. Although social media can be used for education and socializing, I still think that it can cause many problems.

Firstly, social media is addictive. Children can be on their phones all day and night. As a result, it can mess up their sleep schedule and this could lead to stress and depression. Since it is so addictive, it is hard for them to do anything but social media. For example, they don't want to read a book, do homework or go outside.

Furthermore, social media can be very dangerous and strangers can contact you, try to get your personal details or try to scam you. Moreover, some videos can contain scary, harmful or inappropriate content. Plus, these videos can be shared and spread. This means it had got fun to go to school.

## Y6 WRITING ABOUT WHETHER THEY AGREE OR DISAGREE WITH A SOCIAL MEDIA BAN.

... have access to buying things (unless they have apple pay) so they wouldn't be able to use their card. Under this wouldn't know how much money they have spent without using the app.

Some people argue that social media can affect mental health or distract them from work. With clear time limit and parent control your child can enjoy the outside world rather than the inside world.

... am writing to explain my view on the social media ban. I believe it could be a good idea, but I don't agree that there should be a ban for children under 16. Social media can help children learn things and it could strengthen relationships if there was a ban. Instead, social media helps children stay connected, many children use apps such as WhatsApp and Snapchat.

# HIGHLIGHTS



Wishing you all  
a lovely  
weekend.

Mrs Penney



GLEBE  
WEEKLY  
SCHOOL  
NEWS