

Friday 1st March


Dear Parents and Carers,

Happy St David’s Day to you all – the blue skies and daffodils growing in the playground are such nice reminders that Spring is finally on our doorstep and we can say goodbye to Winter very soon.

We had a very successful well-attended year 11 parents evening on Wednesday. The evening was a very positive one centred around capitalising on the next 10 weeks for our year 11 students. Good attendance and punctuality are key to this.

Have a restful weekend.

Louise.



Our vision:
To provide a safe, enriching and nurturing environment, with wellbeing at its heart; where children and young people, can learn, gain confidence and thrive.

Our values:
To promote **resilience**, **self-confidence**, **tolerance**, and **respect**

Our aims: ‘Building confidence for the future’

If you would like to book an appointment with our school nurse Charlene please contact the school office or contact her directly on:

charlene.stewart@nhs.net 07931 733 526

Parent/Carer Support Group – ADVANCE NOTICE

Thank you to those that attended the session just before half-term.

Please do join us virtually or face-to-face for our next session on **Wednesday 27th March 9.30 -10.30**

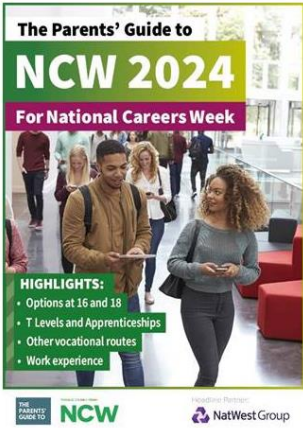


Tuesday, April 2

Autism-Friendly morning

Enjoy an early opening of The Library at Willesden Green for a limited number of children aged 3-15 years with siblings, parents/carers

<https://www.eventbrite.co.uk/e/autism-friendly-morning-tickets-772133140007>



It's National Careers Week 4-11 March 2024! Parents can be unsure of their teen's options after GCSE or sixth form so The Parents' Guide to, in partnership with National Careers Week, has created this free guide giving an overview of what's available at 16 and 18 years' old and summarizing different routes teens can take into the workplace.

We are very lucky to have weekly visits from our Connexions advisor Rouna each week during Spring term. Home tuition students can also benefit from this service. Please email me if you would like to book a virtual appointment.

<https://www.theparentsguideto.co.uk/nationalcareersweek>

Here to listen: our safeguarding team



Designated safeguarding lead (DSL): **Louise Togher**
Contact details: **07735826382**
ltogher@ashleycollege.brent.sch.uk



Deputy DSL: **Ranjna Shiyani**
Contact details: **07900192271**



Deputy DSL: **Anne-Marie Mika**
Contact details: **07866217122**



Rights Respecting School

The students enjoyed a very informative assembly prepared by our key stage 3 students this week as we work towards acquiring our rights respecting school award.

UNICEF offer some brilliant parenting resources which can be found here
<https://www.unicef.org/parenting/>

Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.

2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced; what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

