



Inspire and Aspire



DIOCESE OF SOUTHWELL
& NOTTINGHAM
MULTI ACADEMY TRUST

February 2026, Issue 51

BURNSTUMP BUGLE

In our Burntstump community, everyone, adults and children, knows that they are valued as God's children. Their gifts are discovered, valued and nurtured so that all can flourish to live life in all its fullness.

CALENDAR DATES

March - April

- **5th March** - Kestrels and Eagles trip to Southwell Minster
- **6th March** - West End Music in school
- **6th March** - Burntstump World Book Day
- **12th March** - Parent Lunch
- **17th & 18th March** - Parents' Evenings
- **20th March** - Comic Relief 'Take Yourself Funny for Money'
- **23rd March** - Easter Service at St Paul's Daybrook (**Monday at 2:30pm**)
- **27th March** - Break the Rules Day
- **27th March** - Break up for Easter
- **30th March - 10th April** - Easter Holidays.
- **13th April (Monday)** Return to school.

Headteacher's Message

It only seems a minute since the last newsletter came out, and although February has been a short month, it has certainly been a very busy one!

We have welcomed Mrs Lauren Cooke to our team. Mrs Cooke will be supporting children throughout the school with their learning. We are also going to be welcoming Alan, who will be our new caretaker.

A huge WELL DONE to the children who were entered into the Trust writing competition. They worked incredibly hard and produced some fantastic pieces. It was certainly difficult for the teachers to select the final entries!

The children have had a wonderful time during Children's Mental Health Week, including dressing as digits for NSPCC Number Day. We also welcomed Amy Smith to school to help us get fit and raise money as part of Great Athlete's Day – it was exceptionally exhausting, and I only watched!

We can't wait for the next few weeks, where we have an endless list of exciting events coming up: a visit to Southwell Minster, Comic Relief, World Book Day, and much more. We are looking forward to lots more learning and lots more fun!

Have a wonderful weekend,
Mrs Sarah Annable
Headteacher

We recognise and respect difference.



'As I have loved you, so you must love one another.' John 13:34

'Love your neighbour as yourself.' Matthew 7:12

Robins' Learning

The children had a busy February learning all about the celebration Chinese new year! We had lots of busy children in the role play area, buying and selling Chinese food in the takeaway. Lots of our children had a go at using chop sticks but it was very tricky! We made a huge dragon and paraded around school doing our dragon dance to music, we had so much fun!

We have also been busy getting involved in pancake day, learning all about Lent and Easter. The children really enjoyed making the mixture for pancakes but enjoyed eating them more!



Doves' Learning

Throughout February, the Doves have been learning all about the history of flight. They have learnt about the Wright brothers and Amelia Earhart and enjoyed looking at maps to find out about places in the world these famous aviators travelled to. During continuous provision the Doves have made model Lego aeroplanes and designed hot air balloons. In English the children followed instructions to make a paper aeroplane.



Kestrels' Learning

The children in Kestrels' class have had a very busy February, learning the multiplication tables and completing time challenges in these.

In art we have been learning all about prehistoric painting. We have been experimenting with different mediums and textures such as chalk, charcoal and even oats! Look how amazing they have turned out!





Eagles' Learning

In our music lessons, Eagles have been making up their own compositions using Andy Warhol's pop art for inspiration. The children had to design a rhythm using different parts of their body, which they could repeat by tapping it, whistling it or clapping it and join this together to perform in different ways to their classmates. Strangely, they used the Warhol teacups as a theme and found a variation for each different colour picture. The Eagles really enjoyed this lesson and some usually shy children loved showing their rhythms off to their classmates.



GREAT ATHLETE'S DAY

The children had a great time with the former GB Olympic Swimmer: Amy Smith, who certainly put them through their paces in her circuit training. The children loved listening to her story about being an Olympian. Here are a few pictures of the day!

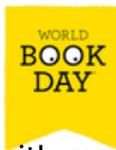


PTA

A huge **THANK YOU** to the PTA for organising and staffing the different events this year. The gift bags that were shared to mark the end of mental health week were a lovely touch. Unfortunately, some events have had to be cancelled so if you are able to support the PTA in staffing these events, do get in touch with school or Mrs Gemma Cregan.

You will notice that the PTA disco has been removed from the calendar and instead the PTA will be holding an **Easter hunt on 27th March** during school and an **afterschool free craft session on 26th March**.

World Book Day



We will be celebrating World Book Day one day later on Friday 6th March 2026, due to KS2 being on a school trip on Thursday. This year's theme will be Bedtime Stories. Children can come dressed in their favourite nightwear (or loungewear if preferred) – bring a teddy too! An email with more information about World Book Day has been sent out so do check your emails for further information.

Scholastic Book Fair

This year, our Scholastic bookcases will be open for business on Thursday 19th, Friday 20th and Monday 23rd March 2026. World Book Day tokens may be redeemed against any title at the fair, one per pupil, to receive £1 off. These tokens will be handed out in classes. Parents **must** pay for books electronically and can do so while they're at the Fair using the QR code, which can be scanned on a phone to easily access the payment platform. Please bring your mobile phones and credit/debit cards to the fair as the card details need to be entered.

Dance Workshop

On Friday 6th March 2026, to tie in with our reading activities, we have 'West End in School' coming to join us for a dance workshop. Here, specialists from the West End will come to help us perform dances. Children from all classes will participate in a morning workshop, so please ensure that the children wear trainers with their PJs/ lounge wear that they are wearing for World Book Day.

Safeguarding

Safer Internet Day was in February and lots of learning took place about how to stay safe online. A reminder that National Online Safety Resources are included on the Bugle and that these can also be found on our school website. Further support can be found on: <https://nationalcollege.com/pages/wake-up-wednesday>

What Parents & Educators Need to Know about WHATSAPP

WhatsApp is a free messaging app owned by Meta, allowing users to send text and voice messages, share multimedia, make video calls, and chat in groups. With end-to-end encryption, only the sender and receiver can view messages. This may offer privacy, but it also comes with risks that parents and educators need to be aware of.

AGE RESTRICTION 13+

- WHAT ARE THE RISKS?**
- GROUP CHAT PRESSURES**
Group chats enable multiple users to message in the same space but they can also make it easier for young people to feel excluded or overwhelmed. Inappropriate comments can escalate quickly, and young people may feel pressure to respond to any messages even when the conversation is uncomfortable or upsetting.
- SCAMS TARGETING YOUNG USERS**
Scammers are increasingly using WhatsApp to trick users into sharing personal information. Common tactics include impostors posing as family members in an emergency or tricking users into revealing personal details. There can be a need to identify them or access to private conversations.
- DISAPPEARING AND HIDDEN MESSAGES**
WhatsApp offers features like disappearing messages and 'Chat lock' which can give users a false sense of security. While intended to protect privacy, they can be used by young users to hide inappropriate conversations or content, making it harder for adults to spot potential issues.
- EXPOSURE THROUGH CHANNELS**
'Channels' are an optional feature that allows users to follow updates from public figures or organisations. However, there is no way to block this feature or filter its content by age. Young users may encounter adult or distressing content, including misinformation and harmful ideologies.
- UNWANTED CONTACT AND LOCATION SHARING**
WhatsApp users can share their live location, and if managed carefully, this can allow others – even those in mutual groups – to track someone's whereabouts. Also, without the right privacy settings, young users may be contacted by strangers.
- COMMERCIAL AND AI CONTENT**
WhatsApp now includes ads in the 'Updates' feed and has introduced an Assistant – Meta AI – across the app, which cannot be removed. These additions raise concerns about targeting, privacy, AI use, and the type of content children and young people might interact with.

Advice for Parents & Educators

- REVIEW PRIVACY SETTINGS TOGETHER**
Help young users check who can see their profile photos, status, and location. Activate the 'Who can see my profile?' setting and set group chat invitations to 'My Contacts' or 'My Contacts Except...' for added safety.
- BE OPEN ABOUT HIDDEN CHATS**
Discuss why children and young people might use features like disappearing messages or 'Chat lock'. Encourage them to share anything made them uncomfortable, even if the messages are gone. Let them know their privacy should not mean secrecy.
- TEACH HOW TO SPOT SCAMS**
Encourage caution around unusual and unexpected messages, especially if they involve money or gifts. Help young users check sender details and verify through a separate channel. Teach two-step verification to add an extra layer of protection.
- TALK ABOUT ADVERTISING AND AI**
Explain that WhatsApp now includes ads and AI tools. Discuss the difference between genuine and sponsored content, and the potential for AI to share inaccurate or age-inappropriate responses. Encourage young users to think critically before trusting or interacting with these features.

Meet Our Expert
Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various education papers and carried out research for the Australian Government comparing internet use and gaming behaviour of young people in the UK, USA and Australia.

WakeUp Wednesday The National College

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10 Top Tips for Parents and Educators FOSTERING A SENSE OF BELONGING

Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments where children feel accepted, safe, and valued.

- USE EVERYDAY MOMENTS**
Belonging is built in the small moments. Use daily routines such as meals, school drop-off or quiet times, to check in, offer praise, or listen. These interactions don't need to be lengthy to be meaningful. Consistent gestures of connection and warmth show children they are important, making them feel seen, appreciated, and truly part of the home or classroom community.
- INVOLVE THEM IN RULE-MAKING**
Involving children in help create rules or routines gives them a sense of shared ownership and responsibility. When their voices are heard, they feel respected and included in the decision-making process. This empowers children, fosters cooperation, and reduces resistance. Whether at home or school, co-created expectations are more likely to be followed because they come from a place of mutual respect.
- VALIDATE ALL EMOTIONS**
Acknowledging a child's emotions, whether positive or challenging, helps them feel accepted and that their validating statements like "I can see that made you upset" or "That sounds really exciting." Support emotional expression and connection. Children who feel emotionally safe are more likely to seek help, apologise openly, and trust the adults around them – all of which contribute to a sense of belonging.
- HIGHLIGHT HIDDEN STRENGTHS**
No beyond academic success or good behaviour and lists to recognise a child's less visible qualities, such as thoughtfulness, resilience, or humour. Noticing these strengths sends a powerful message that they are valued for who they are, not just for what they do. This boosts self-esteem and helps children feel accepted in a world that often focuses on external achievements.
- SHOW CURIOSITY ABOUT CULTURE**
Ask respectful, open questions about a child's cultural background, family customs, or celebrations. Encourage them to share what matters to them and create opportunities for children to share what matters to them on a school, club or community level. Home or school events that celebrate cultural experiences help children feel their unique background is respected, and that they belong in a diverse, inclusive environment where every voice counts.
- BELONGING BUDDIES**
Pairing children with a peer they might not typically choose can foster new connections and break down social barriers. Assigning short projects, games, or shared responsibilities gives them time to interact. Buddy systems help quieter or less confident children feel included and supported. Over time, these intentional connections can develop into meaningful friendships, strengthening the wider sense of community and inclusion.
- AVOID LABELS AND COMPARISONS**
Avoid labelling children by behaviour or comparing them to others, as this can damage self-esteem and foster exclusion. Statements like "You're a child who isn't very confident" or "You're not making progress and aren't trying" encourage children to compare themselves to others. Encouraging individual strengths and celebrating their progress helps them develop confidence and feel valued for being themselves.
- MAKE TIME FOR ONE-TO-ONES**
Spending regular one-to-one time with a child shows that they matter on an individual level. These moments can be as simple as reading a book together or chatting during a walk. Focused attention, free from distraction, sends a clear and emotional connection. It lets the child know they are important and cared for, which is crucial for developing a strong sense of belonging.
- REFLECT THEIR INTERESTS**
Whether at home or in school, including children's interests in daily life reinforces their importance. Display their artwork, talk about their favourite books, or include their hobbies in family activities or lesson plans. Giving their identity reflected in their environment helps children feel valued and that their passions, preferences, and contributions are noticed and that their voice has a place in the group.
- EMPHASISE 'WE OVER THEY'**
Use inclusive language that reinforces unity and shared identity. Phrases like "Let's figure it out together" or "We'll tackle this together" promote collective responsibility and connection. Avoiding divisive terms like "them" or "their class" helps children feel part of a supportive group. Language fosters experiences and feelings that unite, reduce bias, and build a culture of respect where every child feels safe, welcomed, and included.

Meet Our Expert
Home to the world's largest CPD library for educators, The National College has inspired the way teachers and school leaders develop their workforces and managing compliance. Our three membership tiers help us progress and type of setting, raise standards, save time, reduce risk, and build a culture of improvement.

WakeUp Wednesday The National College

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