

# Robert Browning, Snowsfields and Tower Bridge Primary Schools

We learn and succeed together



[@PrimaryRobert](#) [@SNSPrimary](#) [@TBPrimary](#)

Find us at: [www.thebridgesfederation.org.uk](http://www.thebridgesfederation.org.uk)

## Newsletter 2nd February 2024

Dear Parents,

Thank you for supporting your children by attending the fabulous class assemblies this week and thank you to your children and our staff teams for amazing performances.

Our STEM Leaders have been busily preparing for Safer Internet Day on 6th February, they met on Google Meet to plan their whole school assembly and they talked about online safety. There is information here from the NSPCC: [Use Parental Controls to Keep Your Child Safe | NSPCC](#) It is also Children's Mental Health Week from 5-11th February, there are resources here for families to use at home: [Families - Children's Mental Health Week](#)

Lots of children are on track to receive a yellow wristband for 100% attendance and punctuality for this half term, also many families are eligible to go into the hamper raffle for 98% attendance for this half term.

Please note that on Tuesday 27th February all children will bring home a healthy packed lunch, this is instead of the online vouchers that have been issued previously for pupil review day lunch. Pupil Review Day is on Wednesday 28th February and school will be closed. You should have received a letter with more information.

Please take a look at the dates for your diary box for events happening this spring term, especially the class assemblies in spring 2 which we can't wait to see! The 2024-2025 term dates are now on our Federation website,

Have a lovely weekend, see you on Monday for the last week of spring 1, gates open at 8:45am.

### Behaviour at the Bridges Federation

At the Bridges Federation, we have high expectations of our pupils' behaviour. Positive behaviour is always reinforced and acknowledged. Our behaviour policy aims to foster and promote excellent relationships based on the respect of one another so that we can work together with the common purpose of helping our pupils to learn and succeed. Here is a link to our behaviour policy.

[The Bridges Behaviour Policy](#)

### Breakfast Club

We have breakfast club running at our schools from 8-8:45am daily. It costs £2 per day per child and £1 per day for additional siblings. The children will receive a healthy breakfast and have time to play games with their friends. This can be used regularly or for one off days as required. Please speak to your school office if you require further information

## ★ Dates For Your Diary ★

### Tower Bridge

**Tuesday 6th Feb**- Safety Day (including online safety)  
**Wednesday 7th Feb** - EYFS Stay and Play 8.45-9.30am  
**Monday 12th Feb - Friday 19th Feb**- Half Term  
**Wednesday 28th February** - Parent and Pupil Review Meetings (School Closed)  
**Wednesday 13th March** - Red Class Assembly 2.55pm  
**Tuesday 19th March** - Butterfly Class Assembly 2.55pm  
**Tuesday 26th March** - Orange Class Assembly 2.55pm

### Robert Browning

**Tuesday 6th Feb**- Safety Day (including online safety)  
**Monday 12th Feb - Friday 19th Feb**- Half Term  
**Wednesday 28th February** - Parent and Pupil Review Meetings (School Closed)  
**Tuesday 12th March** - Red Class Assembly 2.55pm  
**Tuesday 19th March** - Butterfly Class Assembly 2.55pm  
**Tuesday 26th March** - Orange Class Assembly 2.55pm  
**Thursday 28th March**- Break Up 1pm

### Snowsfields

**Tuesday 6th February** - Safety Day (Including online safety)  
**Friday 9th February** - Super Hero day  
**Monday 12th Feb - Friday 16th Feb**- Half Term  
**Wednesday 28th February** - Parent and Pupil Review Meetings (School Closed)  
**Thursday 7th March** - World Book Day  
**Tuesday 12th March 2:55pm** - Red class Assembly  
**Tuesday 19th March 2:55pm** - Butterfly class Assembly  
**Tuesday 26th March 2:55pm** - Orange class Assembly

Term Dates for 2023-2024 and 2024-2025 are on the Federation website

[Term Dates – The Bridges Federation](#)

Term time holidays will not be authorised.

Other important dates for this year can also be found on the school website here:

[Diary – The Bridges Federation](#)





## This Term

CLASS ASSEMBLIES

**Wednesday 13th March** - Year 1 -

Red Class Assembly **2.55pm**

**Tuesday 19th March** - Year R -

Butterfly Class Assembly **2.55pm**

**Tuesday 26th March** - Year 2 -

Orange Class Assembly **2.55pm**

Thank you Yellow Class for treating us all with your wonderful assembly this week. We learned so much about the Ancient Egyptians.

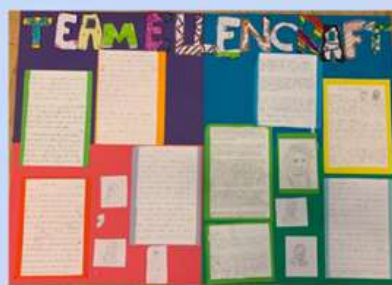


## IntoUniversity



Last week Purple Class took part in a week-long project with IntoUniversity.

They visited the London Docklands Museum and ended the week visiting Pembroke College in Cambridge for their graduation.



**TBPurpleClass** @TBPurpleClassY6 · Jan 31

Today, we took part in a live BBC lesson where we learned all about sharks and their adaptations. This led us nicely into identifying advantageous traits in different bird species, water lilies, cheetahs and zebras.

#tbtprimary



**TBBlueClass** @TBBlueClassY5 · Jan 31

Exploring colour and media

#tbtprimary



**tbtrectw@towerbridge.southwark.sch.uk** @Butterfly\_TB · 18h

Thank you to those of you who came to Stay and Play again today. Such a lovely way to start the day!



**TB Green class** @TBGreenClassY4 · Jan 29

Green class have really enjoyed their visit to the Horniman Museum to understand more about our science topic on animals.

Then we visited a local place of worship to investigate which services were offered at the Church!



**TB Orange Class Year 2** @TBOrangeClassY2 · Jan 30

We had a great time exploring non-fiction texts this morning and identifying their features!



**INDEPENDENT  
LEARNERS SHINE**  
AT TOWER BRIDGE





We are enjoying seeing the children developing their art skills and knowledge!

Rainbow Class were learning about Mondrian



A huge thank you to Yellow Class for your wonderful assembly. You have learnt so much about Ancient Egypt - it was so entertaining!



Red Class were learning about Yayoi Kusama



Last week our STEM leaders visited the Excel Centre to attend BETT and learn about different types of education technology.



Don't forget to send in your homework projects for this half term! We love to see what the children have been learning at home!


**Class Assemblies** are coming up this term. They start promptly at 3pm. Please arrive by 2.55pm.

**Red Class** Y1- 12/3,  
**Butterfly Class** YR- 19/3,  
**Orange Class** Y2- 26/3  
We look forward to seeing you there!







# Snowsfields Primary School



Purple class took part in a live BBC science lesson today where the children identified adaptations of sharks and other animals and also classified them using a dichotomous key. They also learnt about the sad destruction of animal habitats and ways this can be stopped.




## MATHS IN RAINBOW CLASS THIS WEEK




In Maths, Green class are learning to efficiently calculate the perimeter of rectilinear shapes.



# AHOY!



Orange class had a fantastic trip to The National Maritime Museum. They loved the AHOY! Gallery



Caterpillar class had so much fun looking at the buildings, people, and birds from the roof garden. They decided to have their snack and a special biscuit treat up there too. It was yummy and fun! 😊



Our school value this week is:  
I - Independent Learners Shine



Reading Raffle Winners



Reading Raffle  
Winners



Our Core value this week is:  
**Resilience**



Times Tables  
Rock Stars

I - Inclusive and  
Inspirational

Reading Raffle  
Winners





	Absence	Lates	Total
Year 1	3	2	425
Year 2	1	12	225
Year 3	7 ½	13	25
Year 4	4	14	50
Year 5	8	13	100
Year 6	5	0	300

**Overall whole school attendance for week beginning 22/1/2024: 96.2%**

**1st Place Attendance: Year 2  
1st Place Punctuality: Year 6**



**Overall whole school attendance for week beginning: 22/1/2024: 94.51%**

**1st Place Attendance: Y5  
1st Place Punctuality: Y1**

	Absence	Lates	Total
Year 1	9	1	96.40%
Year 2	28	7	90.97%
Year 3	26	10	90.00%
Year 4	7	11	97.74%
Year 5	6	14	98.00%
Year 6	10	10	93.67%



	Absence	Lates	Total
Year 1	4	6	<b>150</b>
Year 2	4	5	<b>300</b>
Year 3	23	11	<b>0</b>
Year 4	19	9	<b>125</b>
Year 5	9	4	<b>200</b>
Year 6	6	3	<b>300</b>

**Overall whole school attendance for week beginning: 22/1/2024: 95.78%**

**1st Place Attendance: Y1 & Y2  
1st Place Punctuality: Y6**



PE & SCHOOL SPORTS NETWORK

# FREE GIRLS FOOTBALL

**EVERY MONDAY (17:00-18:00)**

**@BURGESS PARK ASTRO TURF**



OPEN TO ALL  
GIRLS AGED 5-11  
YEARS OLD

OPEN TO ALL  
GIRLS AGED 12-14  
YEARS OLD



\*PLEASE SCAN THE QR CODE TO REGISTER\*



## Father's Stay & Play

**Saturdays**

**10:30 am - 12:30 pm**

January 13th & 27th  
February 10th & 24th  
March 9th & 23rd  
April 6th & 20th

There's no need to  
book, just come  
along!



Join us for a play session where you and your little ones can meet other children and male carers.

Grandads, uncles and brothers are also welcome!

### Location

**1st Place Family Hub**  
12 Chumleigh St, SE5 0RN

**Download our timetable**

**Visit Our Website**  
[www.1stplace.uk.com](http://www.1stplace.uk.com)



@1stPlaceCentre

# Worrying about money?



Help and support is available if you are struggling to make ends meet.

## Southwark Council Cost of Living Fund



Financial support to low-income households at risk of hardship. Apply directly from November 2023 - March 2024.

Scan the QR code for more information or visit [www.southwark.gov.uk/cost-of-living-fund](http://www.southwark.gov.uk/cost-of-living-fund)

## More options and places to get help



Access the three step 'Worrying About Money?' leaflet via the QR code or visit [www.worryingaboutmoney.co.uk/southwark](http://www.worryingaboutmoney.co.uk/southwark)





# Parent/Carer Coffee Morning



## With Groundwork's Mental Health Support Team

We offer non-judgemental and confidential support for parents/carers of children with anxiety and challenging behaviour

Drop in to ask questions about your child's wellbeing and find out more about the service

### Dates:

Tuesday 30th January 2024

Tuesday 27th February 2024

Tuesday 12th March 2024

Tuesday 26th March 2024

9:00 - 10:30

Robert Browning Primary School

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For more information email:  
[MHST@groundwork.org.uk](mailto:MHST@groundwork.org.uk)



A space for families to  
meet an artist and  
get drawing!

• ROCK • PAPER •  
SCISSORS •

# FAMILY



# STUDIO

With artists Anna Paterson, Dunya Kalantery,  
Habiba Nabisubi, Olivia Twist and Rhys Coren.

5th November, 3rd December, 14th January,  
4th February, 3rd March, 7th April, 5th May,  
2nd June, 7th July, 4th August

Drawing Room, New Tannery Way, Bermondsey  
London, SE1 5WS. Enter from Grange Road

Bus Routes:  
1, 78, C10, 42  
Stations: Bermondsey,  
London Bridge

07438 277 020  
genevieve@drawingroom.org.uk  
www.drawingroom.org.uk  
@drawingroom\_ldn/

Supported by  
 Freelands  
Foundation

Drop-in  
10.30 – 3.00pm  
All Free!  
All Welcome!

**DRAWING ROOM**



# SPRING HALF-TERM ACTIVITY CAMP

Locations  
across  
Southwark

FREE FOR  
AGES  
4-16

 **SPRING**  
HOLIDAY CLUB

**REGISTRATION**

We now use a central booking system called Eeqv introduced by Southwark Council for all our Activity Club bookings. This gives you the option of booking for all or some of the dates that you want to attend.



Scan QR Code to  
register your  
child/children.

Funded by:



## LOCATIONS

- St Giles - St Giles Parish Hall, 161 Benhill Road, SE5 7LL
- St Paul's Church Hall, Lorrimore Square, SE17 3QU
- Dawson's Heights Estate: Ladlands, Overhill Road, SE22 0PW
- St George's C of E Primary School, Coleman Road, SE5 7TF
- The Clubroom, Samuel Lewis Trust Estate, SE5 9NE
- The Goose Green Centre, 62A East Dulwich Road, SE22 9AT
- United Reformed Church, Love Walk, SE5 8AE (TEENS)
- SEND provision 86 - 88 Vestry Road, SE5 8PQ
- South London Mission, SE1 3UJ
- Poet Corner T&RA Hall, Elimington Estate, SE5 7JE
- Livesey Exchange 2, 567 Old Kent Road, SE1 5EW

Feb 12th & 13th @ Goose Green  
10am-2pm  
ALL OTHER SITES:  
Feb 13th-14th  
10am-2pm

Please contact Cassie or Clare if you have any challenges completing your registration: 02901637189; [holidayclubs@springcommunityhub.org.uk](mailto:holidayclubs@springcommunityhub.org.uk)



# SUPPORTING CHILDREN'S MENTAL HEALTH

## 10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.



National  
Online  
Safety®

#WakeUpWednesday

### 1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

### 2 ASK TWICE

The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.



### 3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.



### 4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

### 5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.



### 6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'

### 7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.



### 8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.



### 9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.



### 10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.



## Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



## Sources of Information and Support

Your GP  
Young Minds <https://youngminds.org.uk/v>  
<https://www.nhs.uk/conditions/stress-anxiety-depression/>  
<https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>  
<https://www.themix.org.uk/mental-health>



# What Parents & Carers Need to Know about PERSUASIVE DESIGN ONLINE

## WHAT ARE THE RISKS?

'Persuasive design' refers to the techniques that companies employ to influence our thoughts and behaviours when we're on the internet. These approaches can be spotted on websites, in apps and even as part of some video games. Persuasive design means that this content has been deliberately presented in a way that's intended to encourage you to spend your time or money (or both). These methods often prove highly effective at keeping people engaged and invested for longer than we might expect.

## POTENTIAL ADDICTION

In the digital world, persuasive design can make certain activities more addictive and harder to walk away from: some people may begin to feel anxious or irritated without access to their device or their favourite app, for example. It can also often leave users feeling isolated, as – if they spend most of their time on social media – they may start to find it difficult to talk to other people in real life.

## MENTAL HEALTH CONCERNS

Scrolling online or gaming without regular breaks is proven to be harmful to our mental health. The constant bombardment of news stories (many of them negative), images and influencers' posts can create sensations of unease, uncertainty and FOMO (fear of missing out). Young people can get so immersed in this environment that they become less likely to spot misleading posts.

## PROLONGED SCROLLING

Social media can draw any of us – regardless of age – into a continuous pattern of refreshing our screen, following posts and links down rabbit holes or reading countless comments made by others. This aimless scrolling can eat up time which could have been spent on more productive activities. It could also lead younger users into areas of the online world which aren't age appropriate.

# KEEP SCROLLING

## SENSORY OVERLOAD

Repetitively scrolling, clicking on links or playing games can create an unending stream of new information and visual stimuli. Put it this way: social media isn't exactly renowned as a carefree, chilled-out environment. Such overstimulation can become too much for young people to handle, resulting in sensory overload and causing them to feel stressed, overwhelmed and exhausted.

## COSTLY ADDITIONS

Video games sometimes display offers for downloadable content or loot boxes which can be bought with real money. While these 'microtransactions' temptingly promise to improve a player's gaming experience, most of the time they are money sinks. Young people in particular, excited by the chance of enhancing their game, could spend quite a sizeable sum very quickly indeed.

## PHYSICAL CONSEQUENCES

Hours spent sitting and scrolling means far less time moving around and getting exercise: hardly ideal for a young person's physical health. Additionally, prolonged exposure to the light given off by a phone's screen can lead to eye fatigue and discomfort, especially if viewing it in the dark. Extended phone use before bed can also impact on sleep quality, affecting mood and energy levels over the following days.

## Advice for Parents & Carers

### ESTABLISH LIMITS

Talk to your child about setting some time limits on how long they can use their phone, tablet or console in the evenings or at weekends – or perhaps how often they can go on a specific app, game or website. You could also decide to involve the whole family in creating this shared screen time agreement, making things fair (and healthier) for everyone.

### NIX NOTIFICATIONS

Stop knee-jerk responses at the source by turning off push notifications and alerts. Whether it's a gaming notification or a social media update, these not-so-gentle reminders are designed to catch our attention and lure us back to our device. Switching them off – or even deleting any particularly intrusive apps – can help prevent your child from being reeled back into the online world.

### ENCOURAGE MINDFULNESS

Acknowledging any addiction is key in overcoming it – and compulsive scrolling is no different. If anything mentioned in this guide sounds familiar, it could help to have an honest, open chat with your child about how much time they spend online. Get them to think about how often they scroll through social media aimlessly or habitually open it up whenever they have a spare moment.

### MAKE A CHECKLIST

Considering a list of relevant questions can be an effective way of helping children figure out why they're scrolling on certain sites or consuming particular pieces of content. A checklist can prompt young people to ask themselves if they're learning anything or benefiting from this activity – or if they're wasting their time. Taking a step back can sometimes help us to see things more clearly.

## Meet Our Expert

Rebecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE). As well as delivering workshops and training for young people, parents and schools, she is also a subject matter expert on RSHE for the Department of Education.



The National College



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