



# NEWSLETTER

14TH JANUARY 2025

## WELCOME

Dear Families,

We are delighted to share some wonderful news with you all that Mrs Furey has been awarded the prestigious 'Public Service Audentior Award' in recognition of her exceptional dedication to supporting our families at Laurance Haines School.

This award celebrates Mrs Furey's tireless commitment to making a positive difference in the lives of our children and families. Day after day, she goes above and beyond her regular duties, working creatively and persistently to find solutions and support for our school community. Whether it's connecting families with local services, providing crucial guidance during challenging times, or simply being there to listen and help, Mrs Furey's impact on our school community has been truly remarkable.

What makes this award particularly special is that it recognizes the often unseen work that happens behind the scenes to support our children's wellbeing and development. Mrs Furey's dedication exemplifies the values we hold at Laurance Haines - compassion, commitment, and unwavering support for every child in our care. Please join us in congratulating Mrs Furey on this well-deserved recognition.

A reminder that we have our online parent consultations taking place after half term. Hopefully you have been able to view your child's learning in class this week in readiness for your appointment. If you haven't already, please make sure you have signed up for your time slot.

You may have noticed that Mr Englander hasn't been in school. Mr Englander no longer works here at Laurance Haines and we wish him all the best for the future.

Wishing you a safe and happy half term. We will see you back at school on Monday 24th February.

Jo Ball  
Headteacher  
Laurance Haines School



## SPOTLIGHT ON LEARNING

Celebrating Inclusion and Neurodiversity at Laurance Haines School  
We are delighted to share some exciting news about our school's participation in the Partnership for Inclusion of Neurodiversity in Schools (PINS) programme. This national initiative, supported by NHS England, the Department for Education, Department for Health and Social Care, and the National Network of Parent Carer Forums, aims to enhance the educational experience of neurodiverse children in mainstream primary schools.

Our journey with PINS has been truly transformative. Our dedicated staff have received specialised training in supporting children with speech, language, and communication needs, as well as developing deeper understanding of sensory awareness and positive behaviour support. This professional development has further strengthened our ability to create an inclusive learning environment where every child can thrive.

Building strong partnerships with our parent community has been a key focus. Our parent coffee mornings have provided valuable opportunities for open dialogue, allowing families to share their insights about supporting neurodivergent children and helping us strengthen the vital connection between home and school.

We recently had the pleasure of welcoming James Dickinson, Lead for the SCLA team, to our school. During his visit on Thursday 30th January, Mr Dickinson spent time in every classroom, examining pupils' work and engaging with our children. His feedback was overwhelmingly positive, particularly noting how naturally inclusion is woven into our daily practice.

Mr Dickinson shared: "It was a real privilege to see all the things you do so well at Laurance Haines. I was very impressed by how young people with varied needs are included in a way that seems so natural in terms of your ways of working." He particularly praised our consistent "No Outsiders" messages and our commitment to understanding each child's unique challenges.

The highlight of his visit was witnessing our pupils proudly demonstrating their learning, showcasing the remarkable outcomes of our inclusive approach. This visit truly celebrated the exceptional work happening every day at Laurance Haines School, reinforcing our commitment to ensuring every child feels valued, supported, and included in our school community.

Although the funding for the PINS project ends in April, we will continue our journey in school and build on these achievements to create an even more inclusive and supportive learning environment for all our pupils.

Michelle Connell  
SENCo

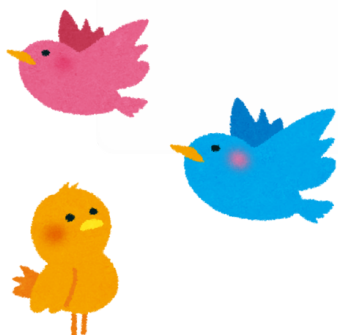
# SEND NEWS



<https://drive.google.com/file/d/1cad17x7XTvmvzPY7TeVsYiJ4FeSeK4LK/view?usp=sharing>

# NURSERY NEWS

Last week in Nursery, the children enjoyed spreading butter on bread and then sprinkled bird seeds on top to create a tasty treat for the birds.



# World Hijab Day

On Wednesday, 5th February, we are proud to celebrate World Hijab Day as a school community. This special day provided a fantastic opportunity for children, parents, and staff to learn more about the hijab, what it represents, and why it is worn by many Muslim women around the world.

We started the day with an inspiring assembly led by Mrs Shan, who spoke about sportswomen who wear the hijab and their achievements in different fields. This helped children see how the hijab is worn with pride and confidence in all aspects of life, including professional sports.

Throughout the day, we invited children, parents and staff to take part by wearing a hijab and engaging in meaningful discussions about its significance. We explored themes of modesty, identity, personal choice, and respect, helping to promote understanding and appreciation of different cultural and religious practices.

A huge thank you to everyone who participated, whether by wearing a hijab, taking part in discussions, or simply showing support. Celebrating days like this helps us continue to build an inclusive and welcoming school environment where every child feels seen, valued and respected.



## Year 5 - Hampton Court

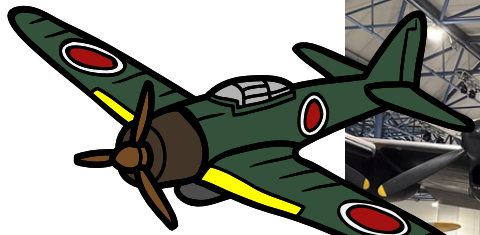


On Wednesday, February 12th, Year 5 took a trip to Hampton Court Palace to explore the historic residence of King Henry VIII.



## Year 2 - RAF Museum Trip

On Friday, 7th February, Year 2 visited the RAF Museum, where they explored a range of planes and learned about aviation history. They also enjoyed a thrilling experience in the 4D theatre, which made them feel like as if they were flying through the skies!



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# Tag Rugby Winners

Congratulations to our Year 5 Champions for their incredible victory over Cherry Tree Primary School and Beechfield School in a thrilling game of Tag Rugby!

Great job everyone! A special thanks to Mr. C for your dedication and for organising the tournament.



## DATES FOR YOUR DIARY

- 15th February – Parinirvana (death of Buddha) Buddhist celebration
- 17th February - 21st February - Half Term Break
- 6th March – World Book Day
- 13th /14th Mar – Purim Jewish celebration
- 14th Mar – Holi Hindu/Sikh festival
- 24th Mar – Purim Jewish celebration
- 30th/31st Mar - Eid al-Fitr Islam
- 3rd April – Eid Picnic
- 14th April – Vaisakhi Sikh
- 18th – 21st - Easter Weekend Christian festival
- 4th April – End of term at 1:30pm
- 23rd April - Back to School
- 5th May - Bank Holiday
- 26th May - 30th May - Half Term Break



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# Reading Page



As you may know, World Book Day is coming up after half term, on Thursday 7th March 2025. At Laurance Haines, we always commemorate this day by celebrating the wonder and greatness that is books and reading! We have come so far on our reading journey this year so far and this day will therefore be our best yet!

The theme of this year's World Book Day is Read Your Own Way! And we will be doing just that. There will be a whole weeks' worth of activities around books and reading in school, as well as opportunities for you the parents to get involved too! Read about the following events carefully:

**Monday 3rd March:** (In school time) Book Swaps for children – bring in a book or books you no longer want from home and swap for another one! This is a great, eco-friendly way to read different books and expand your reading diet, as well as clearing out your old, unwanted books in favour of something different to look at and read!

**Tuesday 4th March:** (After school) Live online bedtime story. There will be details and a link sent out by email nearer the time for you to join the Google Meet.

**Wednesday 5th March:** (In school time) Mega Reading Breakfast! Come in and join us for our longest reading breakfast yet! There will be drinks and snacks, blankets and cuddlies and a chance to really enjoy sharing a book. If you've never been to one – this is the one to attend!

**Thursday 6th March:** (In school time) World Book Day itself! Children can come to school in an outfit they would love to read in! This could be your pyjamas, your uniform, comfy or home clothes, a special outfit or even a traditional book day character costume if you wish – it's up to you! Read your OWN way!

**Friday 7th March:** (After school) Final book swap and cake sale! Please come to the Upper Hall after school to buy any books not swapped and purchase a sweet treat to go with it! All proceeds will be going to replenishing our school and class libraries. 3.20pm – 4pm

## WHAT DO PARENTS NEED TO DO NEXT?:

- Start bringing in books for the book swap as soon as possible – please send them to Mrs Goss who will store them until World Book Day week.
- Consider what your child is going to wear for World Book Day itself (please do not feel the need to buy anything especially for this event – it should be something you already own and that they feel comfortable reading in!)
- Ensure you have a google account/login so you can join us for the live bedtime story.
- Ensure you are free on the Wednesday morning for the Reading Breakfast.
- Make some cakes/biscuits/sweet treats for the Friday Bake Sale. Please ensure there is an ingredients list on the box/tray/platter etc and send these in on Friday 7th March.



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Would you like to work with the team from the first National Nurturing Trust in the UK?

Would you like to be part of an inspiring team who genuinely make a difference everyday?

Laurance Haines is looking for a KS2 Class Teacher. Please click on the link below for more information on how to apply.

<https://mynewterm.com/jobs/143603/EDV-2025-LHS-70112>



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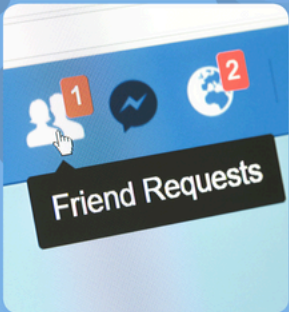
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The whole concept of social media relies upon users having friends and/or followers. 'Friends' tend to be those with whom users will share their own personal profile. It's usually a mutual relationship with both parties able to engage and interact with everything their friends post online. 'Followers' on the other hand can typically be just one-way relationships and, dependent on the platform, only provide access to certain aspects of an individual's profile, such as a person's content feed. A common trait that often exists between the two however is the desire to gather as many friends or followers as possible.



# What parents need to know about SOCIAL PRESSURES LINKED TO 'FRIENDS & FOLLOWERS'



## POSSIBLE 'FRIEND ENVY'

Children may compare the number of friends or followers that they have with their own online friends and people they know. In some cases, this could lead to 'friend envy', particularly if they see this as a sign of popularity. This could lead to your child showing signs of jealousy and resorting to sending friend requests to people they don't know that well, or even strangers, in a desperate bid to increase their own status online.



## OPEN DOOR POLICY

Another way that children can increase their following is by leaving their accounts open so that they can be easily found, and anybody can view their posts. This is in the hope that other users will like their posts and decide to follow them, therefore increasing their numbers. Once again, this can leave your child vulnerable to being followed by strangers or people who have dishonest intentions.



## COLLECTING 'FAKE' FRIENDS

Children who feel under pressure to increase their friend count or want to increase their following as quickly as possible can be vulnerable to collecting 'fake' friends. They may, for example, accept friend requests from people they don't know very well or from complete strangers, inadvertently leaving themselves open to online bullies, trolls or even the possibility of being groomed.



## CONSTANT NEED TO PLEASE

As children start to gain more friends or an increasing number of followers, they might start to feel an added level of pressure to provide them with more interesting and likeable content. Almost as if they now have an audience waiting, this constant need to please may be an extra burden that pushes your child into oversharing personal information or posting material that is inappropriate or offensive, inaccurately portraying what they're actually like in the offline world.



## FEELINGS OF REJECTION

Just like increasing friends and followers can bring a sense of happiness and satisfaction, so the loss of friends and followers can cause children to suffer feelings of sadness and rejection. Depending on how invested your child is in their social media activities, this could in turn affect their attitude and behaviour online and potentially have a negative impact on their mental health and wellbeing.

# Safety Tips For Parents

## BE THEIR FRIEND OR FOLLOWER

The best way to know who your child is friends with online or who follows them is to be their friend or follower yourself. This will allow you to see who your child is engaging with most online or open up discussions about how they know certain people they've added to their network who you haven't heard them speak about before or you yourself don't know.

## TURN ON PRIVACY CONTROLS

All social media platforms have their own privacy controls which can be used to help protect children online. For instance, removing the ability for strangers to comment on public posts or having a screening process for friend or follow requests is good practice which can help to ensure your child's experience online is a safer one.

## TALK ABOUT STRANGERS

If privacy measures have been put in place, then usually your child will receive a notification if somebody tries to befriend them online. Talk to your child about making sure they don't open up their personal life to people they don't know and that if they are ever in any doubt, they should never accept a friend request from a stranger.

## BEHAVE ONLINE AS THEY WOULD OFFLINE

Your child's behaviour online should always be treated as an extension of their behaviour offline. Discuss with your child the pitfalls of trying to be somebody they're not and that trying to please everybody will only make them unhappy. Tell them that they should be proud of who they are and that they should always behave in an appropriate and responsible way when posting content online.

## TALK TO THEM ABOUT THE VALUE OF REAL FRIENDSHIP

Social media can often distort what true relationships and friendships should actually be like. It's important to teach your child the value of true friendships and that meeting and speaking to people face to face in the real world, online, is often a better way to build a more trusting and confident relationship with someone rather than just speaking to them online.

## DISCUSS WHAT BEING POPULAR ACTUALLY IS

A higher number of followers can be a measure of popularity but can also lack substance beyond just the number itself. Discuss with your child that popularity can come and go and that a large number of followers doesn't necessarily mean a large number of friends, particularly online where the real value in a relationship cannot be accurately determined.

## Meet our expert

Pete Badh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.

