



# All Saints'

## Friday Flyer



### Events Next Week

All week -Year 6 - Parent Drop-Off Classroom Visit Sessions- Feel free to pop in once, or five times! Either way, we look forward to welcoming you into class.

#### Monday 23rd March

Yr3 Oak and Sycamore - Parent event - Egyptian collar sewing - 2.15 to 3.15

#### Tuesday 24<sup>th</sup> March

Infant Easter Service – All Saints Church at 9.30am (Yr 1 grown-ups are invited to attend)

Nursery (Little Acorns) - Easter crafts 2pm in the hall

Yr 6 National Child Measurement Programme - taking place during the school day

**Last swimming Year 5**

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

Reception (Apple Blossom & Cherry Blossom) Easter Crafts 2pm in the hall

Year 2 will be spending the morning at the Juniors taking part in a range of sports activities. Please ensure your child comes to school dressed in their P.E. kit, which we will send home on Tuesday. Children should be dropped off at the Infants as normal.

We will return in time for a normal lunch.

Y3 & Y4 Junior Easter service - All Saints Church 9.30 (grown-ups of Yr 3 and Yr 4 are invited to attend)

#### Thursday 26th March

Yr 2 children meeting their Yr 3 buddies - taking place during the school day

Year 1 (Willow) - Easter Crafts 2pm in the hall

#### Friday 27th March

Year 2 (Hazel & Maple) Easter Crafts in the hall 2pm

**Last day of term - Children are back in school on Monday 13<sup>th</sup> April**





## Announcements

### Y6 leavers hoodies

available to order now from Kick Off  
deadline for orders is 17th April 2026

Click on the link below

### Kick Off Link

### Year 6 swimming

(both classes)

starts Tuesday 14<sup>th</sup> April

### Sunset Club on Friday 27th

March is not bookable as  
we are not running a  
session on the last day of  
term.

### AS PARENTS FORUM

Parents Forum 16th April 2026:


9am ASI,

3pm ASJ,

5pm online - email the school  
office for the link

### World Art Day - 15<sup>th</sup> April

both schools will be making collaborative  
pieces, this is the first Wednesday after half  
term . Children will need to bring an old t-shirt  
or apron into school to wear to avoid getting  
too messy! - thank you



Next half terms after school  
clubs bookings go live at 6pm  
tonight (20<sup>th</sup> March)



## Weekly After School Clubs

### Monday

Junior School Glee Club 3.30-4.30pm  
Y6 Maths Club 3.30pm – 4.15pm

### Wednesday

Juniors Craft Club 3.30-4.30 pm  
Y3 & 5 Homework Club 3.30– 4.15

### Tuesday

Infants Gardening Club 3.15 – 4.15pm  
collection from ASI Reception  
Juniors Baller League Club 3.30-4.30 pm  
Juniors Netball Club 3.30-4.30pm

### Thursday

Y6 Tutoring collection 4:30pm (You will have received an Arbor message if your child is involved)  
Y4 & 6 Homework Club 3.30–4.15pm  
Juniors Cricket Club 3.30-4.30pm

Don't forget we also have our Sunset Club for your afterschool needs. Speak to either Junior or Infant office for more information.

## AFTER-SCHOOL CLUBS SIGN UP

FROM 6PM ON FRIDAY 20TH MARCH  
FOR OUR SUMMER TERM 1 CLUBS.

**INFANT SCHOOL**  
Gardening Club Tuesday



**JUNIOR SCHOOL**  
Monday Glee Club  
Tuesday Chess & Boardgames



Thursday Galactico Football Club



ALL SAINTS' CE FEDERATION PTFA

## SUMMER SCHOOL FAIR



FRIDAY 3RD JULY 2026

4PM



HURDS HOLLOW • DE4 3LA

# This Weeks Internet Safety Infomation

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](http://nationalcollege.com).

## What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

### WHAT ARE THE RISKS?

#### ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

#### WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

#### SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

#### FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks, and fights – or content that appears to glamorise gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.

#### AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

## Advice for Parents & Educators

#### STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.

#### TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: 'What could you do if you feel unsafe?' Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

#### DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as [reportharmfulcontent.com](http://reportharmfulcontent.com).

#### ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via [childline.org.uk](http://childline.org.uk).

#### Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide evidence-informed education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



See full reference list on our website

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# Who can I go to for support?

For most questions or concerns about your child's learning, wellbeing, or day-to-day school life, please speak to your child's class teacher first. They know your child best and will usually be able to help quickly.

## If You Need Further Support:

If an issue needs more support or specialist advice, you may be directed to:

Mr O'Connell can be contacted via the school office or on the school gate in the mornings and afternoons.

For issues that haven't been resolved through earlier steps or that require senior leadership involvement.

Mrs Seddon and Mrs Lee can be contacted via the school office.

Mrs Southall supports our children and families both at school and home. She is available to meet or speak on the phone and can put you in touch with services outside school that may be helpful.

earlyhelp@matlockanddales.derbyshire.sch.uk

For concerns that need oversight across year groups or phases.

EYFS - Mrs Seddon  
KS1 - Miss Parsons  
Lower KS2 - Mr Green  
Upper KS2 - Miss Deering

Behaviour leads are trained in supporting behaviour through restorative work and relational behaviours.

Infants - Miss Parsons  
Juniors - Mr Green

Our SENCo, Mrs Arnold, and Deputy Inclusion Lead, Mrs Lloyd, are available to meet and speak on the phone about any questions you may have to do with your child's SEMH, SEND needs and education. Our trained TA's can also speak to you about the work they do with your child day to day.



## Join us for our Solihull Parenting Course

A 10 week course looking at child development and behaviour.



- Understand your child's behaviour and how they communicate.
- Recognise how your child is feeling.
- Reduce the difficulties you face in everyday life.
- Improve how you communicate with your child.
- Understand the importance of play.
- Develop good routines and boundaries.
- Improve relationships between you and child for a happier and calmer home.

Next course starts Friday 17<sup>th</sup> April  
9.30-11.30 @ All Saints Infant School

Open to all parents across the partnership. Please email [earlyhelp@matlockanddales.derbyshire.sch.uk](mailto:earlyhelp@matlockanddales.derbyshire.sch.uk) to reserve a place.