



Mawnan CE VA School Newsletter

Using our God-given talents to let our light shine



Our core Christian Values: *Compassion, Hope, Peace, Perseverance, Respect, Trust*

Friday 10th January 2025

Happy New Year!

As we begin the new year, it is with great pleasure that I reflect on our exceptional start to 2025 at Mawnan CE VA Primary School. The first week back has been nothing short of wonderful, with both children and adults alike demonstrating enthusiasm for their return to our vibrant learning community.

The seamless transition back into our daily routines is a testament to the resilience and adaptability of our children. Their eagerness to engage with their learning and reconnect with their friends has been a joy to observe.

I am particularly impressed by the unwavering kindness our children continue to exhibit. Their impeccable behaviour serves as a shining example of the values we hold dear at Mawnan. The enthusiasm they bring to their learning experiences is both infectious and commendable. They are shining!

Here's to a year of continued growth, achievement, and the joy of learning.

Have a lovely weekend,

Miss Pridmore

Holidays during Term Time

Mawnan School has always placed great importance on regular attendance and its positive impact on students' academic progress and overall development. Consistent attendance is crucial to ensure that children receive the education they deserve and have the best opportunity to reach their full potential. The schools policy regarding family holidays during term time is in line with the guidelines set by the Department for Education.

We can only authorise absences in exceptional circumstances, such as family bereavement or illness. Absences for reasons such as family holidays, birthdays, or visiting relatives are considered unauthorised and may result in penalties from the local authority.

We strongly encourage you to plan family holidays during the designated school breaks to ensure your child does not miss out on valuable learning experiences.

We understand that there may be unique situations where taking a holiday during term time cannot be avoided. In such cases, we kindly request that you submit a 'request for leave during term time form' the school office, explaining the exceptional circumstances and providing any supporting documents.

Please note that each request will be considered on an individual basis and that absence for holidays during term time cannot be authorised. Your commitment to your child's education is greatly appreciated, and together, we can ensure their success.

Admissions for Primary September 2025

Starting infant/primary school

For children born between 1 September 2020 and 31 August 2021.

Application deadline: **15 January 2025.**



Together 
for Families

The
deadline for
applications is
**15 January
2025**

Do you have a
child born **between
1 September 2020
and 31 August 2021?**

If so, you will need to apply
for a place in a reception
class in September 2025 for
your child by the deadline
of **15 January 2025.**



Please note: you will need to apply even if your child attends a school's nursery or pre-school class. If a school is oversubscribed the fact that a child attends a school's nursery or pre-school, or a local nursery or pre-school, does not automatically guarantee a place at that school. The school's oversubscription criteria will be used to allocate places. Visit our website or contact us for more information.

Visit www.cornwall.gov.uk/admissions for more information and to access the online application system.



scan me



Breakfast Club Bookings

Our new Breakfast Club booking system appears to be working well. All bookings are now made via Parent Pay in the same way as lunches.



Choose the **Breakfast Club** option in the *Make Bookings* drop down, click *make or view bookings* and select the days you wish your child to be booked in by clicking “*Book a Session*” and save.

All bookings **MUST** be made by 9pm in order for your child to attend Breakfast Club the following day.



NHS statistics indicate that the need for mental health support for children and young people in the UK is higher than ever, with 1 in 6 children (16%) reported as being in need of such help. Unchecked worry and anxiety in under-18s is a key contributor to this figure, with roughly 4 in 10 children (37.4%) saying they don't receive regular support from their school or college



While everyone feels a touch of concern over the future now and then, chronic worry and anxiety can feel unending  This can cause significant damage to young people's wellbeing – such as losing sleep, feeling emotionally drained, and having their school grades impacted  It's vital that children and young people suffering from worry and anxiety have effective tools to manage their fears and regain control, and know when to seek further help. This Wake Up Wednesday, we're offering expert guidance on how to provide that support.

What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.

DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.

WHAT ARE THE RISKS?

LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.

ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.

Advice for Parents & Educators

ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.

CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.

TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.



The National College

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After School Clubs Spring Term 1

Our After School Clubs will start Week Beginning 13th January 2025.

Netball and Chillax Club will start week commencing 20th January.

Day	Club	Year Group	Max Spaces
Monday	Netball	Year 5 & 6	20
Monday	Golf	Year 5 & 6	8
Monday	Dance with Embrace	Year 3,4,5	15
Tuesday	Football	Year 5 & 6	20
Tuesday	Dance with Embrace	Year 1 & 2	15
Wednesday	Construction Club	Year 1 & 2	20
Wednesday	Running Club	Year 3 - 6	20
Wednesday	Sketching Club	Year 4 & 5	20
Thursday	Reading for Pleasure	Year 3 & 4	20
Thursday	Hockey	Year 6	10
Friday	Chillax Club	Year 5 & 6	20

New Club or change in club day – Google form will be sent
(Dance club has swapped days so as KS1 may attend Rainbows in the village)

Continuing Club – No google form needed. Continue as Autumn Term


Skateboarding will return for Years 5 & 6 after February Half Term.

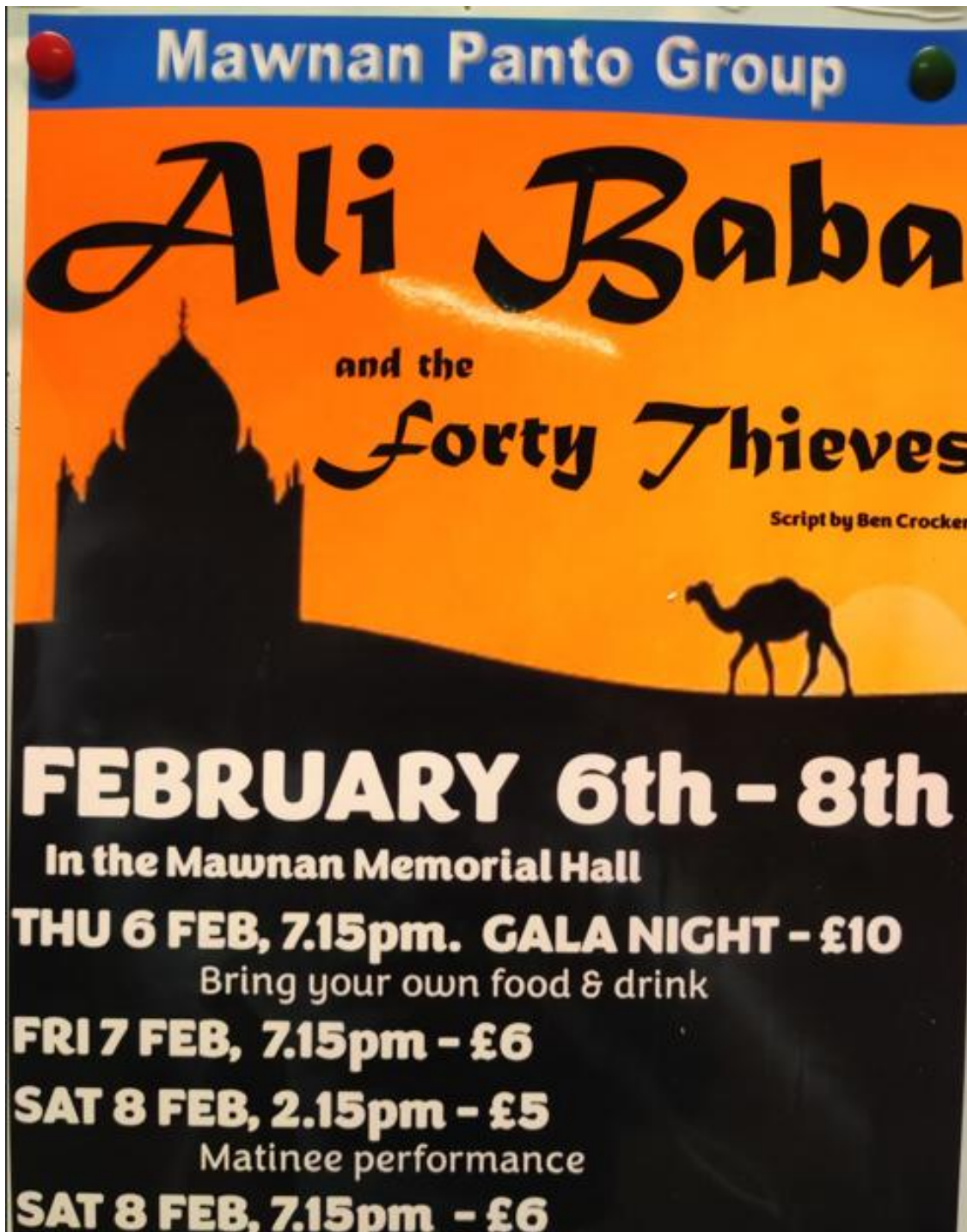
Mawnan Panto Ticket Sales

Mawnan Panto Ticket Sales for the Matinee Performance of "Ali Baba and the Forty Thieves"

The PTA will be selling tickets for the Matinee Panto performance (Sat, 8th February, 2:15pm) of "Ali Baba and the Forty Thieves" Tickets are £5 each.

How to Purchase Tickets:

- Exact Cash: Tickets can be purchased from the school office. Please bring the correct amount.
- After School Sales: The PTA will also be selling tickets after school at home time a couple of days next week (dates to be confirmed on dojo). Cash only (exact not required). Don't miss out - tickets go fast for the only daytime performance! 



Mawnan Panto Group

Ali Baba

and the

Forty Thieves

Script by Ben Crocker

FEBRUARY 6th - 8th
In the Mawnan Memorial Hall

THU 6 FEB, 7.15pm. GALA NIGHT - £10
Bring your own food & drink

FRI 7 FEB, 7.15pm - £6

SAT 8 FEB, 2.15pm - £5
Matinee performance

SAT 8 FEB, 7.15pm - £6