



**Key Dates**

Wed 10 <sup>th</sup> Sept	Mass at 9am - to celebrate the new school year - led by our staff - all welcome
Wed 24 <sup>th</sup> Sept	Mass at 9am - led by Year 6 - all welcome
Thurs 25 <sup>th</sup> Sept	Year 6 - Stay & Pray and residential meeting at 2:30pm in the school hall
Thurs 2 <sup>nd</sup> Oct	Year 4 - Stay & Pray at 2:30pm - school hall
Tues 7 <sup>th</sup> Oct	Individual and sibling photos (siblings in school only)
Wed 8 <sup>th</sup> Oct	Mass at 9am - led by Year 5
Thurs 16 <sup>th</sup> Oct	Year 3 - Stay & Pray at 2:30pm - school hall
Wed 22 <sup>nd</sup> Oct	Mass at 9am - led by Year 4
Wed 22 <sup>nd</sup> -Frid 24 <sup>th</sup> Oct	Year 6 Residential trip



Guided by the teachings of the Church we pray, work, celebrate, and care for each other and other people using the gifts we have been given by God the Father, Son and Spirit.

**Mrs Milligan and Mr Spindlow's Message**

**It has been a genuine pleasure to witness the return of our pupils from Years 1-6 following the summer break. The enthusiasm and positive energy displayed by our children as they settle into their new year groups has been truly remarkable. Their smiles and eagerness to engage with learning demonstrate the strong foundation we have established within our school community.**

**We are particularly pleased to report that all of our children have returned embodying our core values: Ready, Respectful and Safe. This commitment to our fundamental principles has been evident throughout the first week of term, creating an environment for both achievement and personal development.**

**The start of this academic year has been characterised by exceptional standards of behaviour across all year groups. Our pupils have demonstrated a positive mindset and genuine readiness for a fresh start, which has contributed significantly to the smooth transition into the new term. This outstanding conduct reflects the dedication of our entire school community and sets a strong precedent for the year ahead.**

**We have introduced an enhanced behaviour rewards system this week, designed to recognise and celebrate positive choices made by our pupils. Children now have the opportunity to earn raffle tickets for demonstrating exemplary behaviour, with weekly prize draws taking place each Friday. This initiative was suggested by our school council at the end of last year and is designed to reinforce our high expectations whilst acknowledging individual achievements.**

**Additionally, our Saints points system has been refined to provide half-termly rewards. These points are awarded to pupils and celebrated during our weekly assemblies, fostering a sense of collective achievement. The house accumulating the highest number of Saints points at the end of each half term will be rewarded with exciting activities, including school cinema afternoons, sports activities, and picnics.**

# This Week's Gospel



**Today, Jesus tells the crowds that if they want to follow him and be his disciples then they need to give up everything.**

**Luke 14:25-33**

**Once when large crowds of people were going along with Jesus, he turned and said to them, “Those who come to me cannot be my disciples unless they love me more than they love father and mother, wife and children, brothers and sisters, and themselves as well. Those who do not carry their own cross and come after me cannot be my disciples.**

**“If one of you is planning to build a tower, you sit down first and work out what it will cost, to see if you have enough money to finish the job. If you don’t you will not be able to finish the tower after laying the foundation; and all who see what happened will laugh at you. ‘This man began to build but can’t finish the job!’ they will say.**

**“If a king goes out with 10,000 men to fight another king who comes against him with 20,000 men, he will sit down first and decide if he is strong enough to face that other king. If he isn’t, he will send messengers to meet the other king, to ask for terms of peace while he is still a long way off. In the same way,” concluded Jesus, “none of you can be my disciple unless you give up everything you have.”**

# This Week's Attendance



## Attendance Counts

Year Group	JULY 2025
EYFS	93.3
Year 1	90.7
Year 2	90.0
Year 3	94.5
Year 4	92.8
Year 5	97.0
Year 6	92.4

**Our school attendance target is 95%. The overall attendance for last year was 92.4%.**

**It is really important that we continue to work together to do all we can to prioritise the children's attendance at school.**

### Attendance Support

**Mrs Tennant and the attendance team are always available to offer advice and support to help ensure your child is able to attend every day and reach their full potential. To book an appointment, please call the office on: 0121 747 2782**

### SPOTLIGHT ON PERSISTENT ABSENCE

**What is persistent absence?**

**If your child takes too much time off school they will become categorised as PA or persistently absent. (Attendance below 90% = persistent absence).**

**Missing school will make your child fall behind in lessons and will impact on their academic progress and achievement.  
Don't allow your child to become a PA student.**

**This table shows how many days missed each half-term will make your child a PA student:**

How many days will make my child a persistent absent student?	
Half-term 1	3 ½ days off school from September until October half-term holiday will make your child a PA student.
Half-term 1-2	7 days off school from September until the Christmas holiday will make your child a PA student.
Half term 1-3	10 days of absence from September until February half-term will make your child a PA student.
Half term 1-4	12 ½ days of absence from September until the Easter holidays will make your child a PA student.
Half-term 1-5	15 ½ days of absence from September until May half-term will make your child a PA student.
Half-term 1-6	19 days of absence for the full academic year (September to end of summer term in July) will make your child a PA student.



## Safeguarding Tip of the Week

Welcome back to school! Here are some tips for parents to help make the transition smooth and successful for everyone

Stay engaged and informed. Familiarize yourself with your child's school's safeguarding policies and procedures. Know who the designated safeguarding lead (DSL) is and how to contact them. Regularly check in with your child about their school day, friendships, and any worries they might have. Keep those lines of communication open at home.

- **Establish a Routine (or re-establish it!):**
  - **Bedtime:** Start adjusting bedtime a week or two before school begins. A well-rested child is more focused and happier.
  - **Morning Routine:** Practice getting up, dressed, eating breakfast, and packing bags. This reduces morning stress when school starts.
  - **After-School:** Designate a consistent time and place for homework.
- **Create a Dedicated Study Space:**
  - Find a quiet, well-lit area where your child can focus on homework without distractions. Make sure it's stocked with necessary supplies like pens, paper, and calculators.
- **Get Organized Together:**
  - **Supplies:** Check off the school supply list and label everything.
  - **Clothes:** Involve your child in picking out clothes for the first week to build excitement.
  - **Backpacks:** Teach them how to pack and unpack their backpack daily.
  - **Calendars:** Use a family calendar to mark school events, holidays, and extracurricular activities.
- **Promote Healthy Habits:**
  - **Nutrition:** Plan healthy breakfasts and pack nutritious lunches.
  - **Physical Activity:** Ensure they still get time for play and physical activity after school.
  - **Screen Time:** Set limits for screen time, especially on school nights.
- **Communicate with the School:**

Stay Informed: Read school newsletters, check the school website, and be aware of important dates and announcements.

  - **Share Information:** Inform the teacher of any significant changes at home that might affect your child.
- **Address Anxieties:**
  - Talk openly with your child about any worries they might have. Validate their feelings and offer reassurance.
  - For younger children, reading books about starting school can be very helpful.

## E- Safety Tip

**10 Top Tips for Parents and Educators RECOGNISING & MANAGING STRESS**

According to recent studies, over 60% of young people report feeling regularly overwhelmed - with stress impacting their learning, emotional wellbeing and social connections. If left unaddressed, stress can lead to more serious concerns such as anxiety, depression or disengagement. This guide offers ten practical, evidence-based strategies to help children and young people recognise, manage and recover from stress in healthy ways.

- 1 SPOT THE SUBTLE SIGNS**  
Look out for changes in mood, behaviour or energy levels, such as becoming withdrawn, irritable, or frequent headaches. These may indicate that a child is feeling overwhelmed. By taking into their cues early and offering a calm, listening ear, you can help them feel supported before stress becomes a problem.
- 2 KEEP CONVERSATIONS FLOWING**  
Make time for open, honest chats about your child's progress, worries, or any changes in behaviour. Encourage them to talk about what's bothering them. Regular, calm conversations can help them feel supported and understood.
- 3 MAKE MOVEMENT PART OF THE DAY**  
Physical activity can dramatically reduce stress hormones while improving mood and focus. Encourage movement through activities like gardening, yoga, or team sports. Encourage them to dance around the kitchen. Even light activity like stretching or walking the dog can help to de-stress.
- 4 SUPPORT HEALTHY SLEEP PATTERNS**  
Poor sleep makes stress harder to manage. Establish a calming bedtime routine that avoids screens before bedtime and promotes winding down. Soothe by reading, listening to music, or chatting quietly. Good sleep hygiene helps regulate mood and emotional responses, and boosts emotional resilience.
- 5 PRACTISE MINDFULNESS**  
Mindfulness doesn't have to mean long periods of meditation. A few slow breathes before bed can make a real difference. Simple guided breathing exercises can help children ground themselves, reduce emotional reactivity, and build self-awareness.
- 6 SET DIGITAL BOUNDARIES**  
Excessive screen time, especially before bed or during meals, is linked with higher stress levels. Set clear expectations for when and where devices can be used and suggest alternatives that offer stress relief, nature walks, or board games for pre-dinner digital breaks.
- 7 NURTURE SOCIAL CONNECTIONS**  
Strong relationships act as a buffer against stress. Encourage children to spend time with a good friend, where children have plenty of time to talk and support each other. Encourage them to build these bonds through shared activities and meaningful conversations.
- 8 PROGRESS OVER PERFECTION**  
Set realistic goals and praise effort, not just outcomes. When children feel pressured to be perfect, stress naturally follows. Celebrate small wins and help them set realistic targets for learning opportunities. This helps build confidence and reduces the fear of failure.
- 9 TEACH EVERYDAY PROBLEM-SOLVING**  
Use real-life scenarios to build resilience. Encourage children to identify problems, consider possible solutions, and choose a plan of action. Rewarding these steps helps them gain control and reduces the helplessness that often accompanies stress.
- 10 BE THE MODEL THEY NEED**  
Children notice how adults respond to stress. Model healthy coping strategies by openly expressing your own stress management techniques. Encourage them to be the adults they need.

**Meet Our Expert**  
Anna Bellman is Director of Holistic Education Ltd, Director for wellbeing and family services at Long Track, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.

#WakeUpWednesday The National College

Twitter: @wake\_up\_weds Facebook: /www.thenationalcollege Instagram: @wake.up.wednesday TikTok: @wake.up.weds

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**Feeling Stressed? It's Okay!**  
Sometimes, our bodies and minds tell us when we're having too much trouble, too many worries, or too many big feelings. This feeling is called stress. It's like a little alarm bell ringing inside you, saying, "Hey, I need some help here!"

# This Week's Awards



## Virtues Award

EYFS - N/A  
Year 1 - Cayson  
Year 2 - Louie  
Year 3 - Jaymin  
Year 4 - Hosanna  
Year 5 - Frankie  
Year 6 - Joey



## Reader of the Week

EYFS - N/A  
Year 1 - Lexie  
Year 2 - N/A  
Year 3 - Alicja  
Year 4 - Inioluwa  
Year 5 - N/A  
Year 6 - N/A



## PE Star of the Week

EYFS - N/A  
Year 1 - N/A  
Year 2 - N/A  
Year 3 - Jack  
Year 4 - Reign  
Year 5 - N/A  
Year 6 - N/A

## Star Pupils

EYFS

N/A

Year 3

Aminah and George

Year 1

Jigarjeet and Luna

Year 4

Millie and Jax

Year 2

Anthony and the whole class

Year 5

Lacey R and Troy

Year 6

Maisie and Mason



## Virtues this Half Term

### Eloquent and Truthful



**Eloquent:** the ability to speak or write fluently, persuasively and appropriately. We are eloquent when we use language to express our ideas or opinions clearly and with conviction. When we choose our words, we should do so carefully so they are kind and compassionate, and don't hurt others. Eloquence isn't limited to speaking and writing. We can express ourselves in other ways like music, drama, painting or dance. We should use our creative gifts to say things in a way that is interesting, truthful, memorable and faithful.

**Truthful:** God wants us to be truthful in all we do. Jesus said, 'I am the way, the truth and the life', so being honest and truthful means we are following in his footsteps and living life the way God wants us to. Being truthful is being faithful to ourselves and to Jesus. We should stand up for the truth.

## Birthday Celebrations

**Lexie (Y1) George & Layla-Mai (Y3)  
Nadia & Maisie (Y6)**



Best Wishes from your Guardian Angels Family



**Guiding Lord, give us  
courage to know you, to  
love you, to follow you  
always in how we treat  
others and care for our  
world. Amen.**

**Have a lovely break and God Bless  
Mrs Helen Milligan, Mr Spindlow and  
all the staff at Guardian Angels**



## John Henry Newman Catholic College Open Day

JHNCC hosts its annual open evening in two weeks on Thursday 18th September, from 4pm to 7pm. Prospective parents can hear from Mrs Clarke, Principal at 4.15, 5.15 and 6.15 and visit all parts of the College to see all about the compelling education vision and opportunities awaiting their children here at JHNCC.



John Henry Newman Catholic College  
**2025 Open Evening**

THURSDAY 18 SEPTEMBER

**4pm to 7pm**

office@jhncc.org | 0121 770 5331

**Heart Speaks to Heart**



Free online courses for parents and carers of children and young people with ADHD

## Does your child have ADHD or suspected ADHD?

Join our friendly six week course to learn how to understand and support them

You can join the day time session or the evening one.

It is online so you join from your own home.

You can register using the QR codes or email

[contactus@brewseducation.org](mailto:contactus@brewseducation.org)

Registration closes at 5 pm on Friday 12<sup>th</sup> September

**Mondays**  
7- 8.30 pm

starting Monday  
15<sup>th</sup> September



**Wednesdays**  
10- 11.30am

starting Wednesday  
17<sup>th</sup> September



**LED BY ADULTS WITH ADHD**



**autism**  
west midlands

 **Birmingham**  
City Council

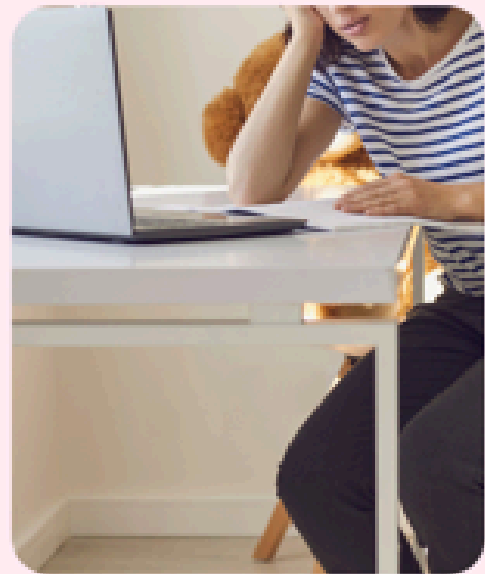
## Online support sessions for Autistic Adults and their families

**Birmingham based only**

**FREE 60 minute bookable support sessions with a specialist autism advisor with lived experience.**

**Person centered, online support sessions, providing information and guidance for pre and post diagnosed autistic adults and their families living in Birmingham.**

**To register your interest for a session on one of the dates listed, please contact the relevant advisors via email or phone.**



**Monday 15<sup>th</sup> and Tuesday 23<sup>rd</sup> September**

**Contact: [Michelleh@autismwestmidlands.org.uk](mailto:Michelleh@autismwestmidlands.org.uk)  
07512 307002**

**Tuesday 16<sup>th</sup> and Tuesday 30<sup>th</sup> September**

**Contact: [Darreng@autismwestmidlands.org.uk](mailto:Darreng@autismwestmidlands.org.uk)  
07955 278598**

**Thursday 18<sup>th</sup> , Wednesday 24<sup>th</sup> and Friday 26<sup>th</sup> September**

**Contact: [Manolab@autismwestmidlands.org.uk](mailto:Manolab@autismwestmidlands.org.uk)  
07881 109474**