

# Vermont News 27 March 2026

**Dear Parents and Carers,**

It has been a short but incredibly busy half term, and we are so proud of everything the children have achieved. They have shown fantastic resilience in response to the changes we have made to the curriculum, approaching each new challenge with positivity and determination. We are incredibly proud of them all.

We would like to take this opportunity to wish all of our families a wonderful and restful Easter break.

A quick reminder that Monday 13th April is Structured Conversation Day. You will have all been sent a meeting time, and we look forward to speaking with you then.

You may have heard about the capybara who staged a daring escape from Marwell Zoo... well, panic over, Samba's been safely located at our school! She's taken her new role very seriously, expertly guiding traffic in and out like a seasoned professional (we're considering adding her to the staff rota)

If you have any thoughts, concerns, or ideas, please don't hesitate to share them with us at [tellus@vermontschool.co.uk](mailto:tellus@vermontschool.co.uk).

**With best wishes,**

Kelly & The Vermont Team



## Reminders

Some key reminders:

- Children should refrain from bringing personal toys into school. This is because we do not want them getting lost or broken as this causes a lot of upset. Thank you.
- Children should bring plastic water bottles only, metal water bottles are not permitted in school. Thank you.
- With the wet weather forecast to continue, could children come into school with a spare change of clothes and a pair of wellington boots, where possible. Thank you.

## Attendance



Each week we celebrate attendance. Our target is 90%

Our whole school attendance this week was 93%

Our class smashing attendance targets this week are: Turtles

### **Attendance HERO (Here Everyday Ready On Time)**

Turtles are our HERO class this week! Turtles will enjoy cakes today to celebrate their attendance. Well done!

You will receive an email every **Friday** with your child's **attendance percentage**. This is to help keep you informed and up to date on your child's attendance throughout the school year.

This year, we are placing a strong focus on attendance, as we know how important it is for every child's learning, progress, and wellbeing. Please know that our Attendance Lead, **Sian**, is here to offer support and guidance if you have any questions or concerns about your child's attendance.

## Headteacher's Award



**Lennon C** - Pandas - A brilliant attitude towards learning all week, well done we are so proud of you

Headteacher's Special Mention

**Lennix M** - Orangutans - Amazing English work , well done, we are so proud of you

## Right Choices Award

Each week, the children who make positive choices have their names entered into a hat. At the end of the term, one name is drawn, and that child wins a £25 Smyths Toy Store voucher. Today, the pastoral team accompanied Max and Toby to the toy shop so they could spend their vouchers.

Well done for making the right choices.



## Important dates September 2026 -July 2027

### INSET days

- 1st September 2026
- 22nd January 2027
- 25th June 2027
- 19th, 20th and 21st July 2027

### Structured conversation days

- 2nd and 3rd September 2026
- 12th April 2027

## School Trip

We were fortunate to take some of our children to the end-of-term Easter celebration assembly at Rosewood Free School.

The children engaged incredibly well with the pupils at Rosewood, showing great respect for their school and thoroughly enjoying the fantastic puppet show. A real highlight was getting the chance to meet the puppets after the performance!

It was such a lovely morning for everyone involved









## Parents Voice

Kellie Bright, best known for her role in EastEnders, has launched 'Post SEND', a new storytelling project that gives voice to real experiences of SEND. The project invites people to share short, honest reflections by post, with no pressure to write perfectly or in detail, and submissions can be made anonymously. By gathering these personal stories, Post SEND aims to build a powerful collective picture of SEND life.

Read the full article to find out more about the project and how to take part.

<https://www.netmums.com/child/child-health/kellie-bright-launches-powerful-send-project-and-wants-families-to-get-involved-so-real-voices-are-heard>

## Our Learning

In English this half term, our children are exploring themes of kindness, empathy and understanding difference through the texts *We Are All Wonders* and *Wonder* by R.J. Palacio.

Across these units, learning centers on understanding perspective, recognising emotions, and reflecting on how our actions affect others. Through shared reading, discussion and reflection, children consider the experiences of others and develop their ability to express their thoughts in a respectful and thoughtful way.

This learning supports pupils' understanding of the protected characteristic of Disability and links closely to British Values, particularly mutual respect and individual liberty. Pupils explore the importance of inclusion, celebrating individuality, and standing up for what is right, helping them to build empathy and positive relationships within our school community.

## History

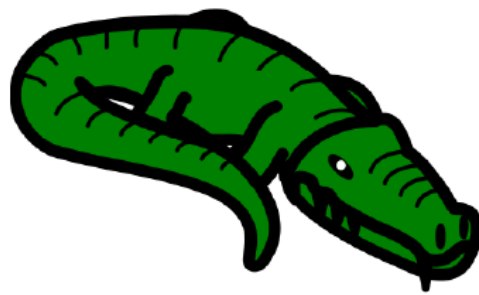
In Spring 2, our Humanities focus is on World War II. In History, we will be learning about the causes of the war, the key events that took place between 1939 and 1945, and the impact it had on Britain and the wider world. Pupils will explore important events such as the outbreak of war, the Blitz, evacuation, and the role of key leaders. We will also look at how the war changed everyday life for people at home and on the front line. Through discussions, source analysis, and project work, children will develop their understanding of how World War II shaped the modern world.

## Enrichment Activities

### Enrichment

All children at Vermont take part in Enrichment. This is part of our core curriculum offer. We rotate the enrichment activities every half term so that classes get a wide a varied curriculum offer. Enrichment is part of the normal school day and are carefully planned to help children build confidence, manage emotions, develop communication skills, and engage with learning. These activities also help meet the support set out in a child's Education, Health and Care Plan (EHCP).

### Crocs



We have had a fun filled and exciting week in Crocs Class!

At our last QE2 session, the children went canoeing. They absolutely loved being out on the water and taking in the beautiful scenery. It was wonderful to see their confidence grow as they worked together and enjoyed the experience.

We also had our rewards trip to Flip Out. The children were fantastic ambassadors for our school, showing great respect to members of the public using the facility. They were a real credit to the Vermont community, and we are very proud of them.

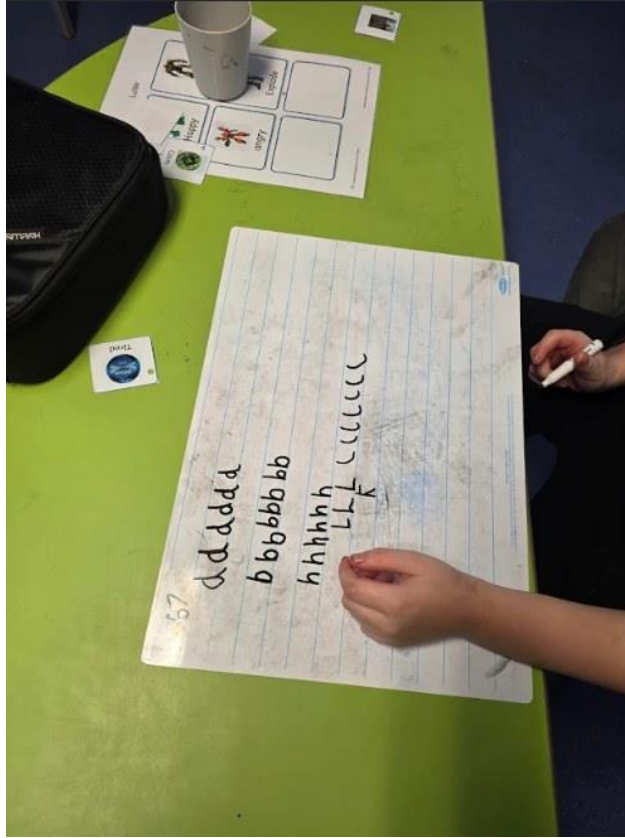
Back in the classroom, we have been working hard on our handwriting and letter formation. The progress the children have made is brilliant, and their effort and determination have really shone through.

I am so proud of everything you have achieved this half term, Crocs!

Have a lovely Easter break.



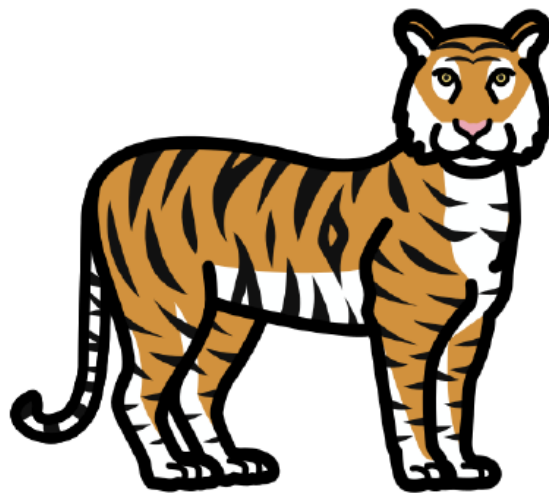








## Tigers



We had a fantastic time during our special photoshoot with our class hamster, Coco. The children were incredibly gentle and caring, and Coco was as calm as a cloud floating in the sky. There were lots of smiles, and the photos captured some truly lovely moments that we're sure you'll enjoy seeing.

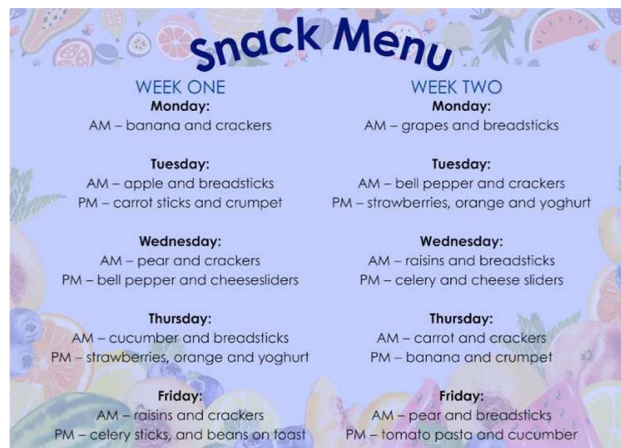
To celebrate great attendance, the children also enjoyed some inflatable fun! The hall was filled with laughter and energy as everyone bounced and played. In maths, we have been exploring equivalent fractions. The children worked hard to understand how different fractions can

represent the same value, like two puzzle pieces that look different but fit perfectly in the same space. They showed great perseverance and are becoming more confident with this important concept. In English, we focused on setting descriptions using similes and metaphors. The children used their imaginations to bring their writing to life. We heard wonderful ideas such as forests “as dark as midnight” and rivers “snaking through the land like silver ribbons.” Their creativity has truly shone this week.

Well done, Tigers Class, for all your hard work and enthusiasm!

## Health and Wellbeing

We have introduced a new snack menu in-line with our mission to be a Healthy High 5 School. These are the snacks we will provide to all children every day.



WEEK ONE	WEEK TWO
<b>Monday:</b> AM – banana and crackers	<b>Monday:</b> AM – grapes and breadsticks
<b>Tuesday:</b> AM – apple and breadsticks PM – carrot sticks and crumpet	<b>Tuesday:</b> AM – bell pepper and crackers PM – strawberries, orange and yoghurt
<b>Wednesday:</b> AM – pear and crackers PM – bell pepper and cheeesliders	<b>Wednesday:</b> AM – raisins and breadsticks PM – celery and cheese sliders
<b>Thursday:</b> AM – cucumber and breadsticks PM – strawberries, orange and yoghurt	<b>Thursday:</b> AM – carrot and crackers PM – banana and crumpet
<b>Friday:</b> AM – raisins and crackers PM – celery sticks, and beans on toast	<b>Friday:</b> AM – pear and breadsticks PM – tomato pasta and cucumber



### **The dates and contacts bit**

The best way to speak to us about your child:

If you would like to talk about your child's learning please use the home school communication book. Our phone lines are open from 08:30 to 16:00 Monday to Thursday and until 15:30 on a Friday and we commit to responding to your calls and emails within 2 working days.

If you have any concerns, thoughts, ideas, please share them with us at [tellus@vermontschool.co.uk](mailto:tellus@vermontschool.co.uk).

### **INSET and key dates for this year**

- 13th April 2026 - Structured conversation day
- 1st June 2026 - INSET day
- 20th, 21st and 22nd July 2026 - INSET days

### **Cultural Day**

On 26th March, we are excited to celebrate our whole-school Cultural Day, exploring the traditions and heritage of France and Hungary. Throughout the day, pupils will discover the languages spoken in these countries, learn key phrases, and explore how language connects people and communities. Classes will take part in activities linked to geography and other

curriculum areas, helping children understand where these countries are in the world and what makes them unique. There will also be opportunities to experience traditional food tasting, as well as music, art and games inspired by French and Hungarian culture. This is a wonderful opportunity for pupils to broaden their understanding of the wider world in an engaging and meaningful way. Pupils should attend in normal school uniform to help maintain routine and consistency across the day.

## Road Safety

We would like to kindly remind everyone to please drive slowly and carefully in the school car park and on the surrounding roads. The speed limit is 5mph.

These areas can become very busy with children, families, and staff moving about, and taking a little extra care helps keep everyone safe. We appreciate your patience, awareness, and cooperation in following speed limits and being mindful of pedestrians at all times.

Thank you for helping us maintain a safe environment for our whole school community.

## Mobile Phone Safety

Mobile phones are becoming an everyday part of children and young people's lives, bringing many benefits for learning, communication, and staying connected. However, it's important that phones are set up safely and appropriately for a child's age and stage of development.

**Parental and adult controls** are a key tool in helping to keep children safe online. These controls allow adults to:

- Limit access to age-inappropriate websites, apps, and content
- Set screen-time limits and downtime
- Approve app downloads and in-app purchases
- Monitor or restrict contact with unknown users

Most smartphones and tablets include built-in parental control settings, and mobile network providers also offer filters that can block adult or unsuitable content. Taking time to set these up when a child first gets a phone can make a big difference.

**Locking down phones to age-appropriate content** doesn't mean removing independence, it's about creating a safe digital environment. Controls can be gradually adjusted as children grow

older, helping them learn to manage technology responsibly while still having appropriate safeguards in place.

Alongside technical settings, open conversations are just as important. Encourage children to talk about what they see online, who they communicate with, and to ask for help if something makes them feel uncomfortable. Reminding them not to share personal information and to think carefully before posting or messaging can help build good digital habits.

By combining parental controls, age-appropriate settings, and regular conversations, we can help children enjoy the benefits of mobile technology while staying safe and supported.

### **Roblox**

We have been informed of a pop-up message appearing within Roblox that encourages children to download an external app called Pollybuzz (sometimes shown as Pollyfuzz). Although the app appears harmless at first—asking simple questions and creating an AI “friend”—it has been reported that, after initial use, it begins to display extremely inappropriate and unsafe content, including references to suicide, self-harm, and pornography.

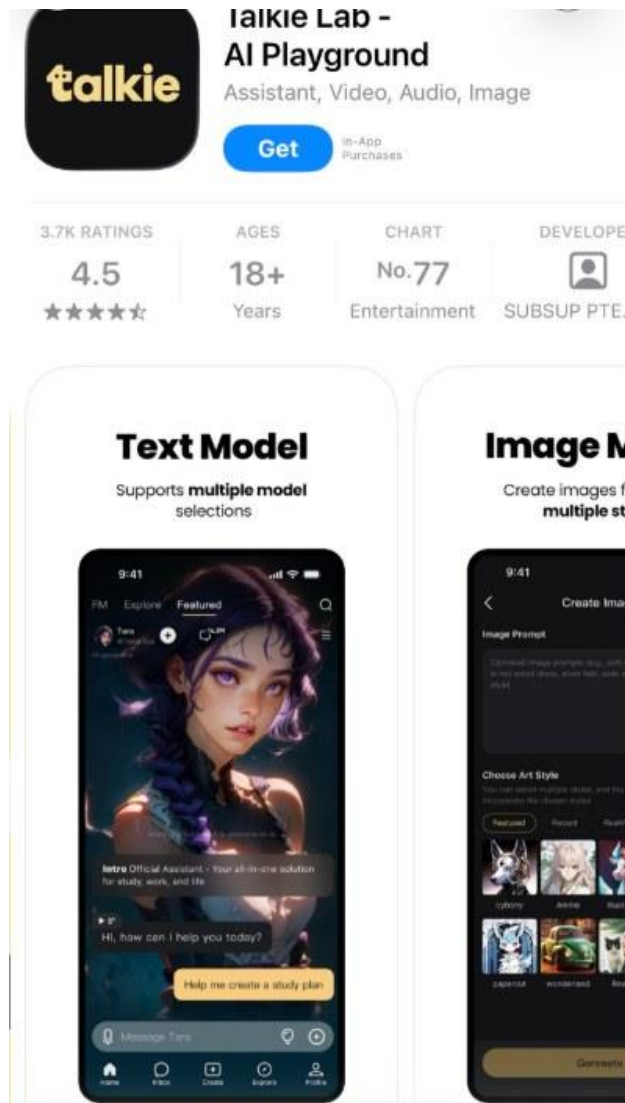
We advise that conversations with your child regarding:

- Not to click on pop-ups or download anything that appears while they are playing games.
- To tell a trusted adult immediately if they see or experience anything online that makes them feel worried, confused, or uncomfortable.

Roblox does offer a range of parental control settings, which can help reduce risks. Guidance on how to set these controls can be found on the Roblox Support page under Parental Controls. <https://en.help.roblox.com/hc/en-us/articles/30428310121620-Parental-Controls-Overview>

### **The Talkie app**

Talkie is not appropriate for children to access. The app allows unrestricted conversations with AI characters that may include mature themes, suggestive language, emotional manipulation, or content that is not age-appropriate. Due to limited safeguards and the potential for exposure to adult topics, Talkie is better suited for older users and should not be used by children without strict parental supervision.



## Thrive

The children at Vermont School are here because they have an education health and care plan which has social emotional and mental health as one of their primary areas of need. The Thrive approach is about having an understanding of neuroscience (brain development), children development and attachment theory.


We identify possible gaps in development and help to fill those gaps using a creative and playful approach. Thrive is preventative, reparative, pragmatic and easy to use.

### Thrive Practice

Each and every one of our children will benefit from Thrive practice and we currently have two Thrive Licensed Practitioners in training at the school: Miss Louisa and Miss Alana. The changes

that Thrive has brought about can already be seen in the language used with children and also in the activities that children take part in as all our pupils are already making fantastic progress.

**Please take a look at our website - under curriculum for full details of what Thrive looks like at school. If you would like to find out any more about Thrive, please let us know at [tellus@vermontschool.co.uk](mailto:tellus@vermontschool.co.uk).**



## Embracing Thrive: a parent and carers guide

**The Thrive Approach®**

For over 25 years, Thrive has been working with schools, settings and organisations to support the mental health and wellbeing of children and young people.


Thrive equips educators with training, resources and an award-winning online tool, so they can better understand children and young people's needs and provide targeted, effective support.

With its focus on building secure relationships and providing positive experiences, Thrive helps young people to feel safe, supported and ready to learn.

**Building positive relationships**

The connections children and young people have with the adults around them are key to their social and emotional development. Thrive activities focus on providing positive experiences and building trusting relationships. This helps young people to:

- Feel good about themselves and know that they matter
- Feel safe and secure in school
- Improve their emotional wellbeing
- Improve their capacity to be creative and curious
- Build their self-esteem and confidence to learn
- Recognise and manage their feelings
- Think before behaving in a certain way...and much more!



**thrive**  
Removing barriers to learning

#### How does it work?

Thrive equips educators with strategies and activities to help build young people's social and emotional skills, as well as develop their ability to manage stress and take on life's ups and downs.

The Approach is underpinned by neuroscience, attachment theory and child development research and is suitable for children and young people aged 0-25 years.

#### What difference does Thrive make?

Schools that have adopted the Thrive Approach have reported many benefits. These include calmer classrooms with fewer disruptions, improved attendance, reduced exclusions and higher achievements. To hear first-hand from settings already using Thrive, visit [mythrive.uk/case\\_studies](http://mythrive.uk/case_studies).

#### How will my child be involved in Thrive?

Your child will be profiled using Thrive-Online, an award-winning tool used to measure and monitor social and emotional development. Thrive-Online has behaviour and skills surveys that help staff to see where young people are in their development and identify any pupils who could benefit from additional support.

Thrive-Online profiling will be led by school practitioners who will:

- Assess classes, groups and individuals to see where they are in their social and emotional development
- Create targeted action plans to help pupils to manage their behaviour, build emotional resilience and become more open to learning
- Measure and report on progress over time

#### Find out more

There is lots more information on the Thrive website: [thriveapproach.com](http://thriveapproach.com).

"Thrive has helped my son tremendously. It has given him more confidence and also it has helped him to calm down in difficult situations. I can see a huge difference in him. He looks forward to his Thrive time."

Parent



## News from around the city



### This Week at Re:Minds 23rd-27th March

No need to book for a support group, just check the events section of our Facebook group or email us to receive the link to join

With thanks to:



## Eating Disorder Advice Clinic



10:30am Tuesday 24<sup>th</sup> March

#### About the Clinic

Book a **private, 15-minute virtual appointment** to speak with a specialist clinician from the **CAMHS Eating Disorder Team** for advice and guidance on:

- **Eating disorders** / disordered eating
- Changes in **eating patterns**
- Increased or concerning **activity levels**
- **ARFID** / **relationship with food**
- Any other concerns related to eating

To book your advice slot, please email:

 [info@reminds.org.uk](mailto:info@reminds.org.uk)

