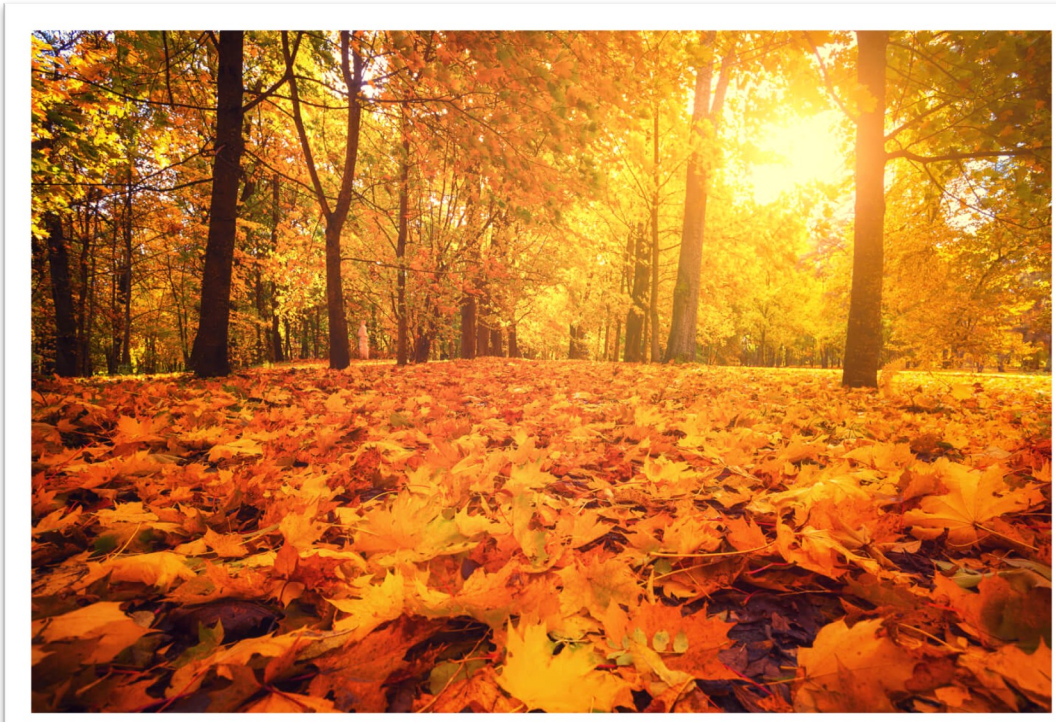
CHADWELL PRIMARY SCHOOL

Everyone a Learner



Autumn 2025 Newsletter

Dear Parents/Carers,

Welcome back to the start of a new academic year; I hope that you had a restful summer. The start of every academic year is always a good opportunity for our pupils to consider what they would like to achieve as a learner in the new school year. The staff always remind pupils of the importance of taking greater responsibility for their learning as it is important that pupils understand how their actions can facilitate the development of new learning and skills. We continue to promote five Dispositions of Learning: Adaptable, Creative, Perseverant, Reflective and Resilient, so that our pupils remember how to apply each disposition to their learning.

Staff are looking forward to yet another exciting year at Chadwell of working in collaboration with parents and carers to ensure that your child continues to develop the necessary academic and social skills towards becoming a lifelong learner.

As the Executive Head teacher, I will continue to divide my time between both Chadwell and Goodmayes Primary Schools and Ms Kalhan, in her role of Head of School will continue to be responsible for leading the day to day running our school.

Finally, I would like to welcome our new cohort of pupils starting Nursery and Reception, as well as all the other pupils who have joined us in other year groups since the start of term; I look forward to spending time in classrooms getting to know the new pupils who have joined our school community.

Mr Walker
Executive Head Teacher



Dates to Remember 2025-2026

School closes for this term on **Friday 24th October 2025 at 3.30pm** .

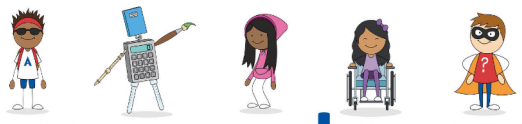
October Half Term

Monday 27th October 2025

until

Friday 31st October 2025.

School reopens on **Monday 3rd November at 8:50am.**



Everyone a Learner

Sarah Ziman

At Chadwell we started the year with a BANG! The first two weeks in English were spent exploring a variety of poetry, we then applied our newly learnt skills and knowledge within our writing in creating our own poems.

During the week of National Poetry Day, we participated in poetry workshops, readings and assemblies with award-winning poet Sarah Ziman, creating class poems and showcasing our creativity. Some of the students' work has been published on Sarah Ziman's website. For more information, visit:

Sarah Ziman - Poet.



Sarah was very impressed with our pupils and this is what she had to say!

"I've just finished a poetry-packed two days of workshops and readings at Chadwell Primary School, Essex, visiting everyone from the brand-new Nursery children - where we had great fun wiggling our walrus whiskers, counting pancakes and pretending to be kangaroos - all the way up to Year 6, where we wrote collaborative recipe poems for a variety of apex predators! You can read these below, along with some fantastic kennings riddles created by Years 3 and 4, and I'm sure you'll agree there are whole classrooms full of creative thinkers at Chadwell. Thank you for having me!"

Recipe for a T-Rex

by Year 6, Mozart Class

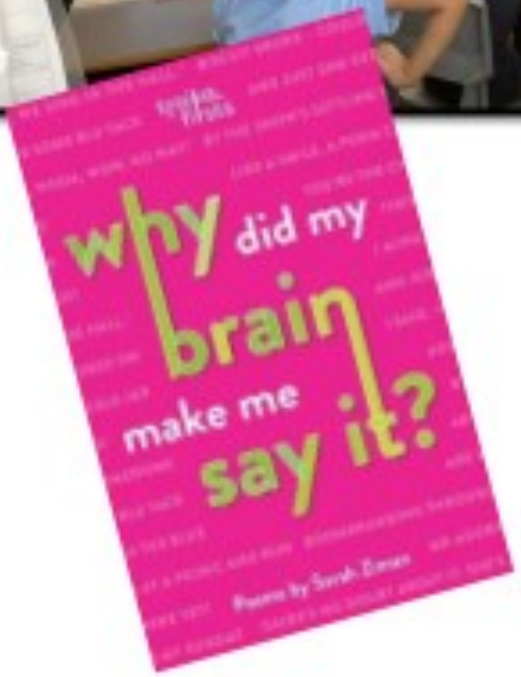
First, take Gordon Ramsay's kitchen knives – the full set – recently sharpened,
two pieces of glowing obsidian for the eyes,
some railroad spikes,
and the sound of a door slamming on your fingers.
Weld them together, whilst standing on tip-toe at the top of The Shard.



Next you will need:
the smell of the bathroom after Dad's used it,
the eyesight of a vulture looking for dinner,
and the skin of a shark.
Mix them all together in a cement truck on Jupiter.

Pour into a volcano, and cook for the whole Jurassic era.
Release outside your big brother's bedroom window...





Who am I?

by Year 4

Some call me...

- Hole-digger
- Mammal-taker
- Starlight-shrieker
- Shadow-sneaker

Others know me as...

- Chicken-shredder
- Take-away-eater
- Midnight-peeker
- Garden-raider

I call myself...

- Sprightly-springer
- Night-hunter
- Bin ninja
- Orange nightmare



I am... fox

Music Scholarship

Congratulations to Solomon in Year 6 who was awarded the London Music Fund's 4 year scholarship to allow him to study the flute. This is awarded to children who have been learning an instrument for at least a year and show promise and talent. Solomon attended the award ceremony on Monday the 15th September at St John's, Smith Square, Westminster where he, along with the other scholarship students, took part in a special music workshop with Lincoln Abbotts, performed music and received his certificate and introduction to the scholarship.



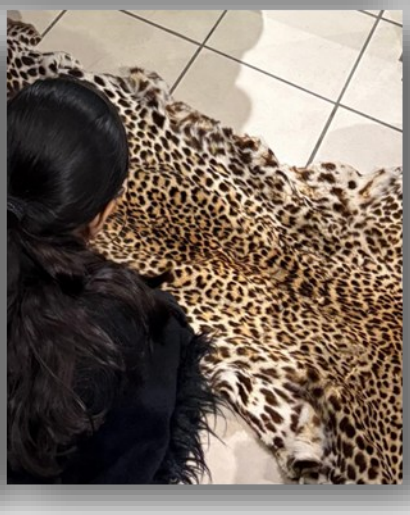
Year 5 visit Colchester Zoo

Year 5 had a fantastic day out at Colchester Zoo! We travelled by coach and began our day with an interactive workshop, all about different animals and their habitats. The children had the opportunity to explore the zoo, spotting the wonderful animals and discovering how they adapt to their environments.

It was a fun-filled and memorable day, which the children thoroughly enjoyed. This trip not only provided a fantastic introduction into our upcoming science topic on Living Things but will also bring their learning to life!












This term, year 6 visited the Imperial War Museum. Pupils were able to engage with the museums' exhibits to enhance their understanding of history.



At the central London branch, students were able to explore real artifacts and interactive displays that brought historical conflicts to life.

World War II Galleries: These newly refurbished galleries focus on the human side of the conflict and were a particular highlight for Year 6 who have been studying WWII.

Home Front experience: Children got a feel for what life was like in wartime Britain. Pupils experienced entering a replica air raid shelter and seeing what a WWII-era house looked like.

First World War Galleries: Students were able to explore a recreation of a trench and see uniforms and other items from the Great War.



Some of the activities we took part in were:

Artifact exploration: Looking at real items like weapons, uniforms, gas masks, and personal belongings of those affected by war.

Primary source analysis: Using items like letters, diaries, and photographs to develop critical thinking and research skills.

Curiosity and discussion: The exhibits are designed to inspire curiosity and spark meaningful conversations about the legacy of war.









Diwali Assembly

We recently held a special Diwali assembly at Chadwell Primary, offering a cultural and educational experience for all our students.

We were pleased to invite a performing guest from Wise Move Dance, who helped us explore the meaning behind this special occasion. Our pupils were engaged by the retelling of the story of Rama and Sita, highlighting the central theme of the triumph of light over darkness.

We shared the spirit of the festival, learning how people celebrate this occasion across the world and about the significance of colourful displays, rangoli patterns, traditional foods, music and dance.

The assembly concluded with an interactive element: our artist helped the children learn some traditional dance moves, which they then performed, creating a joyful experience for the whole school community.









Year 3 - Valance House

Year 3 enjoyed their Stone Age workshop at Valence House Museum! Students participated in a variety of hands-on activities, including a craft session where they made their own Bronze Age pots, and a museum trail where they investigated prehistoric finds like the Dagenham Idol. This practical session was a brilliant way to deepen their understanding of prehistory.






The Dagenham Idol






Burials
&Barrow

The Science Dome

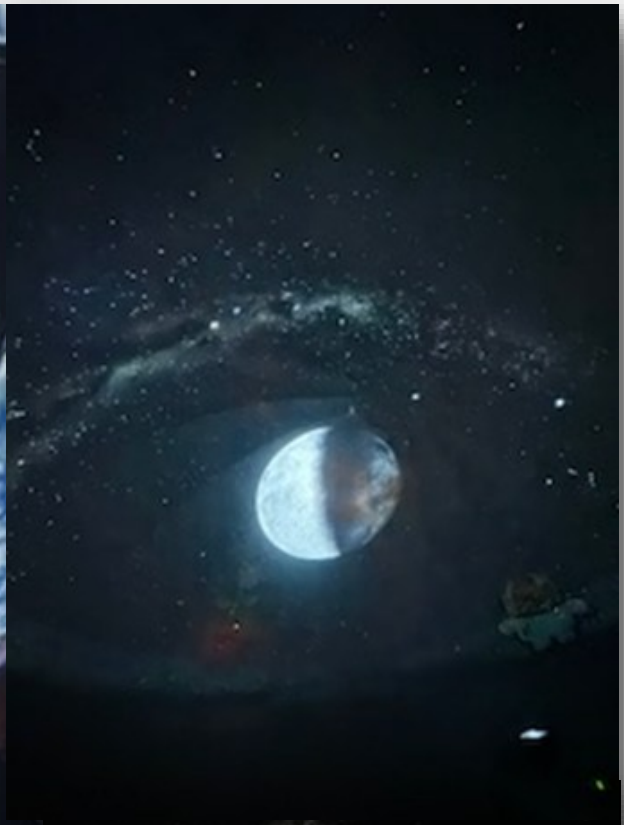
This half-term, Year 2 blasted off out of this world on an adventure inside the science dome!

Pupils discovered amazing facts about Earth and the Solar System, discovering each planet and their properties. Through interactive learning they learnt how the Earth is the only planet that can support life.
We also got to experience what life is like for the astronauts whilst living in space, whilst learning more detail about the different sections of the International Space Station. This linked perfectly with our English core text 'Look Up'

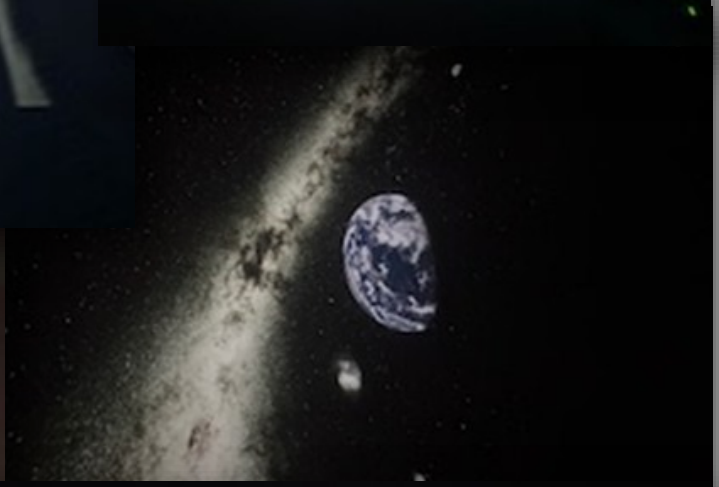
This workshop inspired us to dream big and reach for the stars! The science dome really did bring learning to real life.













Year 5 & 6 Residential
Bawdsey Manor



Earlier this term, some of our Year 5 and 6 children enjoyed an unforgettable three-day residential trip to Bawdsey Manor. From Monday to Wednesday, the group took part in a range of exciting outdoor activities that challenged them both physically and mentally. I'm proud to say they rose to every challenge with enthusiasm, bravery, and resilience.

After arriving at Bawdsey Manor and having our lunch, we had a visit to the beach, followed by a thrilling game of Aeroball (a game of bouncing on a trampoline whilst trying to score some hoops!) The children then took on abseiling, had time to settle into their dorms, and finished the day with dinner and a selection of mini-games, including Corn Hole and Battlefields.

On Tuesday, the adventure continued with the Giant Swing, which was a real test of courage for many. The children also tried their hand at Survivor, where they built tents and campfires, as well as tackled the obstacle course and zipped through the air on the zip wire. There was even time for a trip to the gift shop before ending the day with a campfire and marshmallow toasting.

On Wednesday, we had time to wrap up the trip with archery and wall climbing, followed by lunch before heading home; tired but proud. Throughout the trip, the children demonstrated fantastic behaviour, supported each other, and showed true resilience in facing fears and trying new experiences. It was a joy to see their confidence grow over just a few days.

A big thank you to Mrs Bacon, Mrs Chana, and Mr Haywood for giving up their time and helping make the trip such a success.

Well done everyone!
Mr Mackie























Year 4 - Dental Hygiene

Did you know that keeping your teeth healthy involves more than just brushing? Year 4 found this out first-hand during a visit from a dental nurse, who gave them a practical lesson on oral hygiene. As part of their science learning, the students mastered flossing, mouthwash, and even got to see disclosing tablets in action, courtesy of Mr. Paul and Emily.









CHADWELL

	Date: 1st Sep, 22nd Sep, 13th Oct, 3rd Nov, 24th Nov, 15th Dec, 5th Jan, 26th Jan, 16th Feb WEEK 1	Date: 8th Sep, 29th Sep, 20th Oct, 10th Nov, 1st Dec, 22nd Dec, 22nd Dec, 12th Jan, 2nd Feb WEEK 2	Date: 25th Aug, 15th Sep, 6th Oct, 27th Oct, 17th Nov 8th Dec, 29th Dec, 19th Jan, 9th Feb WEEK 3
MONDAY	Beef Lasagne (GL,EG,MI) Sweet Mash Topped Veggie Pie (GL) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Ice Cream (MI) or Fresh Fruit	Beef Pasta Bolognaise (GL) Veggie Chow Mein Noodles (GL,EG,SO) Tomato Pasta (GL) Jacket – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Cheesecake (GL,MI) or Fresh Fruit	Beef Chilli with Rice (GL) Mac 'n' Cheese (GL,MI) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Ice Cream (MI) or Fresh Fruit
TUESDAY	Chicken Tikka Masala with Steamed Rice Pesto Pasta (GL,MI) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Cheesecake (GL,MI) or Fresh Fruit	Potato Topped Fish Pie (GL,FI) Handmade Margherita Pizza with Slaw (GL,MI) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Vegan Fruit Jelly or Fresh Fruit	Pastry Topped Chicken Pie (GL) Handmade Margherita Pizza with Slaw (GL,MI) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Cheesecake (GL,MI) or Fresh Fruit
WEDNESDAY	Chicken Sausage with Mash & Gravy (GL,SU) Vegan Sausage with Mash & Gravy (SO) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Vegan Fruit Jelly or Fresh Fruit	Roast Chicken with Potatoes & Gravy (SU) Butternut Wellington (GL,SU) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Fruity Shortbread (GL) or Fresh Fruit	Roast Turkey with Potatoes & Gravy (SU) Cauliflower Cheese Bake with Potatoes (GL,MI,SU) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Vegan Fruit Jelly or Fresh Fruit
THURSDAY	Jerk Chicken with Rice Handmade Margherita Pizza with Slaw (GL,MI) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Chocolate Cake (GL) or Fresh Fruit	Chicken Fajita with Rice (GL) Veggie Curry with Rice Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Apple Cake (GL) or Fresh Fruit	Beef Cottage Pie with Mash (GL) Cheese Panini (GL,SO,SE,MU,MI) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Iced Confetti Cake (GL) or Fresh Fruit
FRIDAY	Fish Fingers with Oven Baked Chips (GL,FI) Cheesy Baked Bean Quesadilla with Oven Baked Chips (GL,MI) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Dessert Bar (GL,MI) or Fresh Fruit	Fish Fingers with Oven Baked Chips (GL,FI) Falafel with Oven Baked Chips (GL) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Dessert Bar (GL,MI) or Fresh Fruit	Fish Fingers with Oven Baked Chips (GL,FI) Veggie Fajita with Oven Baked Chips (GL) Tomato Pasta (GL) Jacket Potatoes – Cheese (MI), Beans or Tuna (FI) Sandwiches-Egg (GL,SO,EG), Cheese (GL,MI,SO) or Tuna (GL,SO,FI) Dessert Bar (GL,MI) or Fresh Fruit

VEGETABLES, SALAD, BREAD, AVAILABLE DAILY

HALAL & NON-HALAL MEAT SERVED HERE

BREAD CONTAINS – GL – MI – EG – SO

ALLERGY KEY
CELERY - CE / GLUTEN - GL / CRUSTACEANS - CR / EGGS - EG / FISH - FI / LUPIN - LU / MILK - MI
MOLLUSCS - MO / MUSTARD - MU / NUTS - NU / PEANUTS - PE /SESAME SEEDS - SE SOYA - SO / SULPHUR - SU

The Pantry are committed to improving the standards of children's meals across every one of our Schools, and fresh, ethically sourced ingredients are used every day across our kitchens.

The Pantry

Expectations for School Attendance & Punctuality

The school's expected level of attendance is 96%; if your child(ren) falls below this then their attendance is statistically below average.

The school will always try and support families experiencing difficulty; however, it is very important that every effort is made so that your child(ren) attends school regularly and punctually. I would remind you that children should be in school by 9:00am each morning or at 8:50am for the soft start.

It is unsettling for children who attend school late as well as being disruptive for their class; also, they are not present for the important learning input. Children also miss the opportunity to gain invaluable social interaction and friendship skills, during the soft start period.

If your child will not be attending school, please ensure that the school is contacted on the first day of their absence. You can either call 020 8590 1242 and leave a voicemail or send an email to absence@chadwellprimaryschool.co.uk.

If your child's absence is not reported on the first day, the Attendance Officer will contact you to ascertain the reason for this. **If contact is not established, your child's absence will not be authorised**. When a child becomes compulsory school age, **five days of unauthorised absences (O, G or U codes) within a ten-week period may incur a Fixed Penalty Notice.** Please see the Government link below regarding compulsory school age:-

https://www.gov.uk/schools-admissions/school-starting-age#:~:text=Your%20child%20must%20start%20full,school%20age%20on%20that%20date.

Good attendance at school is imperative for a child's academic and social achievement. For those children who attend nursery they gain invaluable social interaction and friendship skills when attending regularly and punctually. Regular attendance during nursery also ensures that children are prepared when they commence full time education.

Parents and Guardians also have a legal responsibility, under Section 444 of the Education Act 1996 for Irregular Attendance, to ensure their child(ren) comes to school regularly and punctually, when they reach compulsory school age. Failure to do so may result in legal action being taken against you.

Child(ren)'s attendance and punctuality are closely monitored by the school, together with the school's Education Welfare Officer (from the Borough). Persistent absence, lateness or erratic attendance without medical evidence or reasonable justification may result in a **Fixed Penalty Notice, Court Warning or Court Proceedings**, when your child reaches compulsory school age.

Is My Child Too Ill For School?

The Department for Education's clinical team shared the following advice in 2023 (Letter to school leaders on mild illness and school attendance - GOV.UK) :-

It is usually appropriate for parents and carers to send their children to school with mild respiratory illnesses. This would include general cold symptoms: a minor cough, runny nose or sore throat. However, children should not be sent to school if they have a temperature of 38°C or above.

The NHS link below provides additional information: -

Is my child too ill for school? - NHS

Please ensure you take time to read the above information.

NHS



Is my child too ill for school?

SECONDARY TRANSFER REMINDER

ALL YEAR 6

Deadline 31st October 2025

Please remember to complete the online application for your child's secondary school place before the **31st October 2025 deadline**. All applications need to be made **online** directly via the LBR website by following the link: www.eadmissions.org.uk/eAdmissions/app.

Any applications made after 11:59pm on 31st October 2025 will be deemed as 'late'.

Please note as parents it is your responsibility to make a secondary school application for your child. Failure to make an application may result in your child not having a school place in September 2026 or not receiving a school offer of your choice.

If you have any questions surrounding secondary school applications, please contact Mrs Merry in the school office on 0208 590 1242.

CHADWELL PRIMARY SCHOOL

IMPORTANT NOTICE TO ALL NURSERY PARENTS AND CARERS

The deadline for

Reception Admissions for September 2026

is: **Thursday, 15th January 2026**

It is VERY IMPORTANT that you submit your application by this date.

Your child will not automatically move up into our reception class and there are no paper applications.

All applications must be made online via the Redbridge.gov.uk website:

Redbridge - Primary school admissions

If you need any help please speak to a member of staff.

WELCOME TO OUR SCHOOL

NOTICE TO ALL PARENTS, VISITORS AND CHILDREN AT
CHADWELL PRIMARY SCHOOL

This is a
NON-AGGRESSIVE ENVIRONMENT
Inappropriate language, threats or acts of aggression towards staff and other members of the school community will not be tolerated on these premises.

Anyone behaving in such a way will be asked to leave; they may receive a ban from the premises and their behaviour may be reported to the police.

Thank you for your co-operation

At National Online Safety we believe in empowering parents, carers and educators with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. Please visit nationalonlinesafety.com for further guides, ghints and tips for adults.

Part of our Online Mental Health & Wellbeing Series

NOS Online Mental Health & Wellbeing

Brought to you by National Online Safety®

www.nationalonlinesafety.com

What you need to know about...

AGE RATINGS



What are they?

'Age Ratings'

A game's age rating can be used by adults to make an informed choice as to whether or not a game is suitable for their child. The PEGI (Pan European Game Information) system rates games and, instead of indicating the level of ability required to physically play a game, it indicates the suitability of content for that age group. 3, 7, 12, 16 and 18 are the labels that can be awarded to games and a variety of content descriptors such as violence, bad language and fear are used to further clarify why the label was assigned.



Know the Risks

Inappropriate content

The biggest and most obvious risk of not following the age rating system is that children may view or hear age-inappropriate content. Many games now include scenes of a violent or graphic nature which could be upsetting or considered too intense for younger players.

Peer pressure

Peer pressure has a large role to play in age ratings being overlooked. Children don't want to be the ones left behind and can put their parents under pressure to allow them to play a game beyond the recommended suitability, especially when all of their friends are playing it already.

Level of 'Kudos'

Playing a game with a label that is higher than their age can be viewed by some children as a challenge and to gain a good reputation amongst friends. Kudos is attributed to the child playing the age inappropriate game resulting in more children wanting to follow suit.

Free Platforms

In order for a game to be released on popular platforms, such as PlayStation and Xbox, game developers must pay for a PEGI rating. However, smaller development teams are sometimes reluctant to pay these fees and games are often released on other platforms, such as Steam, without any age restrictions.

Spot the Signs

Being vague

Be aware of children being vague around the content of what they want to play. If they are unwilling to supply you with information about what the game is about, this can be an indicator that you wouldn't allow them to purchase it if you knew.

Unofficial sites

There are plenty of indie games that can be bought using online stores that don't necessarily have age restrictions. If you notice your child using sites such as GOG or itch.io rather than official channels such as the Google Play Store, they might be accessing games that aren't officially rated but still aren't age appropriate.

Unfamiliar terminology

Your child might start using phrases or terminology that is new to them or mimicking actions that they have learnt from a game without realising their inappropriateness.

Wanting to be secluded

Be aware if suddenly your child wants the move the device that they play their games on into a more secluded area of the house away from adults. It is a good idea for your child to play online games in shared area where you can see the screen.

Be aware of spending

Setting up accounts with online stores require bank account details. Keeping an eye on your bank balance means that you will be able to tell if there has been a new purchase and can provide you with an opportunity to ask about what new game they've purchased.

Safety Tips

Do your research

If you've noticed a new game that your child has downloaded then use quality resources to make sure that your knowledge is up to date. Online websites, such as National Online Safety, can provide you with the information you need.

Review parental controls

Review your parental controls on the stores where you buy games from. Most sites allow parents to set passwords to block games with certain age restrictions from being downloaded.

Encourage open dialogue

Encourage open dialogue with your child. You don't want to be in position where they won't talk to you if something has made them feel uncomfortable in a game because they are worried they will get in trouble for playing the game in the first place.

Discuss ratings

Talk to your child about why the game has been awarded a certain label. Debate the positives and negatives of playing a game and decide on some ground rules together.

Our Expert



Heather Cardwell

Heather Cardwell is a practising Online Safety Lead and senior school leader who is passionate about safeguarding online and educating children around online risks. She has over 10+ years as a Computing Lead and has successfully developed and implemented a whole school approach to online safety in schools, delivering online safety training to both school staff and parents and helping to roll-out a bespoke online safety policy across her local network of education settings.

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 15.07.2020

Homework - KS2

doodlelearning
By Discovery Education

We're pleased to let you know that we're now using Doodle with your child's class!

A little bit about Doodle

Doodle builds confidence and ability in maths, English, tables and spelling by creating every child a personalised work programme tailored to their strengths and weaknesses. Using Doodle for just 10 minutes a day is proven to help children make three months of progress in just one month!

How to get started

1. Watch this video with your child/ren: https://videos.doodlelearning.com/watch/YQXm6ax3vhFeBHPp7H89SG?

2. Download all the Doodle apps (DoodleMaths, DoodleTables, DoodleEnglish and DoodleSpell) onto an Apple, Android or Amazon device. You can also log in here if you are using a laptop or desktop. Follow the instructions in the video above to get started.

3. Use the username and password provided by your child's teacher to log in.

Support for parents and carers

Link your email address to your child's account by logging in, tapping on the menu arrow in the top lefthand corner and selecting Settings and then selecting Parent details.

Once you've connected your account, you'll then be able to view your child's progress by visiting parents.doodlelearning.com or downloading the free DoodleConnect app on Apple and Android devices.

If you have any questions, please visit help.doodlelearning.com to view our bank of help articles, or click on the green circle icon on doodlelearning.com or parents.doodlelearning.com to chat to our team.

Happy Doodling!

Macmillan Coffee Morning

Thank you to everyone that come and joined us for our annual Macmillan coffee morning, we raised over £130 from both cash and online donations.

Thank you for your continued support and donations for such a worthy cause.

Our donation page remains open until May 2026 if you would like to make a donation to Macmillan please scan the QR code and follow the instructions given.

WE ARE MACMILLAN. CANCER 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 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.

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.

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.

Mobile Device Use on School Premises

Dear Parents/Carers

As a school, safeguarding the welfare of your child is paramount and is at the heart of all decision making. Over the years, we have needed to restrict parents/carers from making electronic recordings of certain school events and ban the use of mobile phones and smart devices across the whole site which means inside and outside of the building.

This may seem extreme but there are pupils attending the school whose parents/carers have requested that their child's image not be captured while at school. We cannot control how images are used if they are taken by another parent/carer but we can put safeguard measures in place to stop such situations from happening in the first place. Please can parents/carers make sure that they are not on their phones/smart devices once they walk through the school gates and that phones/smart devices are put away.

A number of reminders have been sent out and signs are displayed around the school site. Thank you to those parents/carers who are ensuring that they are not using their mobile phones/smart devices whilst on the school premises.

Moving forward, as a school, it is important that we provide guidance on the use of mobile devices as their presence is part of modern life. The Smart Device Policy clearly sets out the expectations of how all stakeholders will be expected to adhere to the Policy.

Parents/Carers must:

- Not take pictures or recordings of pupils, unless it's permitted by the Headteacher, at which point clear instructions as to what is permitted will be communicated to parents
- Only use photographs or recordings for personal use only, do not post anything on social media without consent

Not use their phones/smart devices while on the school grounds including within the playground or the office waiting area.

Parents or volunteers supervising school trips or residential visits must:

- Not use their phone/smart device during the visit

Not take photos or recordings of pupils, their work, or anything else which could identify a pupil

For further information, please refer to the Smart Device Policy that can be requested from the School Office and is also located on our school website.

If you are seen by a member of staff using your mobile phone or smart device on the school premises, please do not take offence if you are asked put it away.

Thank you for your continued support.

Chadwell Uniform List

RECEPTION TO YEAR 6	
WINTER	
Boys	**Girls**
Navy jumper with or without Chadwell logo	Navy jumper or cardigan with or without Chadwell logo
Plain white or light blue shirt or polo t-shirt	Plain white or light blue blouse or polo t-shirt
Black/Grey trousers	Navy/Grey pinafore, skirt or trousers
Black/Grey plain socks	Black/Navy tights or socks
SUMMER	
Boys	**Girls**
Navy jumper with or without Chadwell logo	Navy jumper or cardigan with or without Chadwell logo
Plain white or light blue shirt or polo t-shirt	Plain white or light blue blouse or polo t-shirt
Black/Grey shorts	Navy/Grey pinafore, skirt or trousers
Black/Grey plain socks	Blue/White Gingham summer dress
	White socks

PE KIT (TO BE WORN INTO SCHOOL ON PE DAYS)

Plain white t-shirt/ polo t-shirt (with or without the Chadwell logo)
Navy sweatshirt or cardigan
Black shorts
Black jogging bottoms
Black plimsolls or plain black trainers

Hair must be tied back at all times for P.E

FOOTWEAR	
Boys	**Girls**
Plain black shoes/plain black trainers with no logos	Plain black shoes with a strap/plain black trainers with no logos

PLEASE NOTE NO SANDALS WITH OPEN TOES ARE ALLOWED

ACCESSORIES

Religious head coverings:
Patka/Turban – Navy blue/black – must be securely tied
Hijab – Navy blue/black – must be a readymade pull on with no pins

Hair accessories:
Plain black or navy headband/hair tie
Navy Gingham headband/hair tie
PLEASE NOTE NO LARGE BOWS ARE ALLOWED

Jewellery:
Small studs (removed or taped for PE)
Religious jewellery is permitted but must be covered or removed on PE days. Anything worn around the neck MUST always be removed for all PE sessions.
Watches- NO smart watches allowed. All watches MUST be removed for PE days

NAIL VARNISH AND MAKE-UP MUST NOT BE WORN TO SCHOOL.

Chadwell Uniform List

School Bags:
Chadwell books bags or rucksacks are preferable but if other bags are used, they must be A4 sized or smaller. The ruck sack can measure 30cm wide and 35cm high.

Nursery
Plain white t-shirt/ polo t-shirt (with or without the Chadwell logo) Navy sweatshirt or cardigan Black jogging bottoms Black plimsolls or plain black Velcro trainers

Boys Winter: 	Boys Summer: 
Girls Winter:  	Girls Summer: 
PE Kit: 	 

CHANGES TO STUDENT CONTACT INFORMATION

It is very important that the school holds the most up to date information for your child/children. Please email gdpr@chadwellprimaryschool.co.uk, as soon as you know of any changes to personal information, e.g. address, phone number, emergency contacts, medical conditions, GP details and parental consents for your child/children.

LETTERS, REPORTS OR DOCUMENTS THAT CHADWELL CAN PROVIDE

During your child's time here at Chadwell you may need us to provide you with certain letters, reports or documents.

We can provide the following:

A Letter of Enrolment for Home Office purposes

Academic Reports for forwarding school

Subject Access Requests

Approval of photos for 11+ Exam Application

Unfortunately, we cannot complete any forms that request the personal details of a member of staff.

If you need further guidance please contact the school office on: 0208 590 1242 or email gdpr@chadwellprimaryschool.co.uk

CONTACT US

If you are making an enquiry to the school, please use the relevant email address below:

absence@chadwellprimaryschool.co.uk

Absence reporting and medical evidence. Managed by Mrs Ozdemir

contact@chadwellprimaryschool.co.uk

Raise concerns /school issues with Pastoral Support Lead Managed by Miss Barnes

leaverequest@chadwellprimaryschool.co.uk

Holiday/time off school requests. Managed by Mrs Ozdemir

GDPR@chadwellprimaryschool.co.uk

Request for official letters/SAR & FOI Requests.

FSMapplications@chadwellprimaryschool.co.uk

Free School Meal applications and confirmations. Managed by Miss Barnes

Call Us

For all enquiries, please call the school on 020 8590 1242

Essex Fire Museum

Halloween Open Day

2025



26th and 28th Of October

10:30AM To 4:00PM

Fire Station, Hogg Lane, Grays
RM17 5QS

Book Now

Free Entry

Museum@essex-fire.gov.uk



Christmas

FAIR

12th DEC

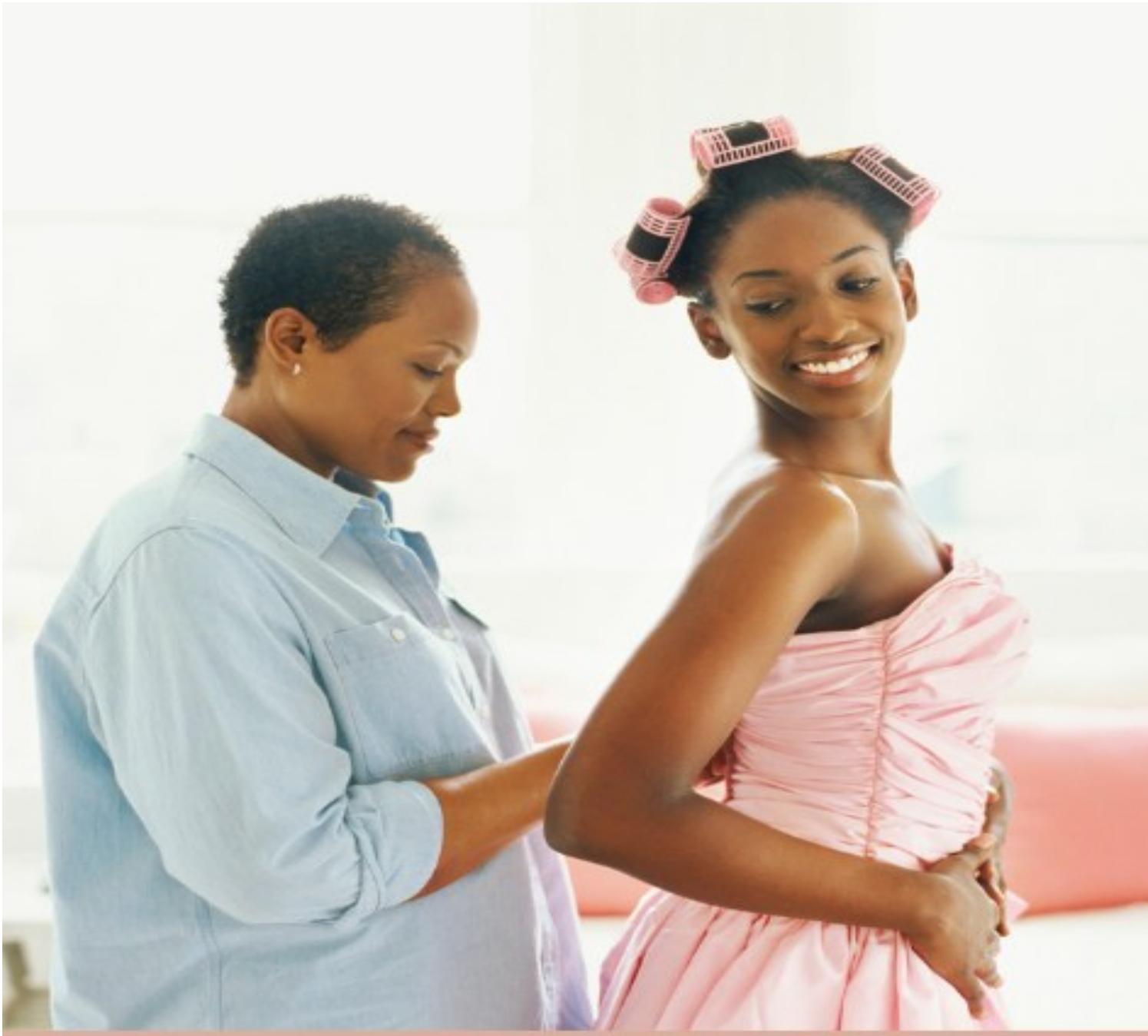
FESTIVE GAMES. CAKES . GIFTS. RAFFLE

FREE ENTRY

4:00 - 6:00pm

Everyone welcome - we look forward to seeing lots of you there !

Made with PosterMyWall.com



Foster for Re

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www.redbrid



LOCAL COMMUNITY Fostering REDBRIDGE

London Borough of Redbridge

Some see hard work.
You see a happy ever after.

edbridge Council

8708 6068

ge.gov.uk/fostering

Chadwell Primary School

High Road, Chadwell Heath, Romford, RM6 4EU
Email: contact@chadwellprimaryschool.co.uk - Tel: 020 8590 1242
www.chadwellprimaryschool.co.uk

Term Dates 2025 - 2026 Academic Year

September 2025

M	Tu	W	Th	F	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2025

M	Tu	W	Th	F	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2025

M	Tu	W	Th	F	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2025

M	Tu	W	Th	F	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2026

M	Tu	W	Th	F	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2026

M	Tu	W	Th	F	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2026

M	Tu	W	Th	F	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2026

M	Tu	W	Th	F	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2026

M	Tu	W	Th	F	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2026

M	Tu	W	Th	F	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2026

M	Tu	W	Th	F	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2026

M	Tu	W	Th	F	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

School closed: Holidays

School closed: Staff Training (INSET DAYS)

School closed: Bank holiday



All Stars Breakfast & Afterschool Club

Ofsted registered Breakfast & After School Club.

Based within Chadwell Primary School catering for children aged 4-11 years.

Breakfast club 7.15am-9am £7.00

After school club 3.30pm-6pm £15.00

After school club 3.30pm-6.30pm £17.00

On the day booking 3.30pm-6pm £17.00

Qualified, experienced, passionate, and fun-loving staff

For more information, please contact.

Liz or Amanda on 07903 774286

Email: allstars-bfc-asc@hotmail.com

For further information Please Contact: Liz Turner 07878 919243
Email: allstars-bfc-asc@hotmail.com

CHADWELL PRIMARY SCHOOL

