

STAPLES ROAD PRIMARY

July 2026



Staples Road Primary School: July Newsletter

What an incredible, bustling end to the academic year! As we head into the summer break, we want to share some of the wonderful highlights, celebrations, and farewells from across our school community this month.

We are immensely proud of our Respect Champions for this term—thank you for consistently setting such a brilliant example of kindness and inclusivity across the school, we hope that you enjoyed your tea party!

Our vibrant school community came together for a spectacular International Day assembly, where we celebrated the rich tapestry of our school, discovering that we have more than 20 different nationalities represented at Staples Road! A huge thank you to the parents and carers who came in to teach us about their heritages. Kingfisher Class had a wonderful time welcoming two parent visitors who shared their traditions, giving the children a fantastic insight into Judaism and Italy.

Meanwhile, our brilliant School Council was busy spreading community spirit at the PA Summer Fair, where they successfully designed, made, and sold beautiful custom mugs. And our classrooms and outdoor spaces have been buzzing with hands-on learning: Rabbit Class took their creativity outdoors, crafting stunning African masks right in the heart of the forest, while Year 4 wrapped up their topic on the British Isles in the most delicious way possible, enjoying a traditional afternoon tea together.

Fond Farewells: Year 6 & Staff Departures

The end of the summer term always brings a mix of pride and nostalgia as we say goodbye to familiar faces.

First, a massive congratulations to our Year 6 pupils on their sensational end-of-year performance—it was an absolute triumph! While we are incredibly sad to say goodbye to our wonderful Year 6 children and their families at their Leavers Assembly, we know they are ready to fly high in secondary school.

We are also bidding a very fond farewell to several valued members of our staff team: Mr Lane is leaving us after a fantastic year to start the next chapter of his teaching journey; we thank Miss Sinclair for three wonderful years of teaching - but we are delighted that she will still continue as a supply teacher next year; Mrs Markham: Leaving us after 10 dedicated years of service to teach closer to home and spend more time with her young family; and finally, to Mrs Grimshaw who after more than 12 years of making a huge difference as a teacher, and even more in various other roles including governor, Chair of Governors and LSA, has left a lasting impact at Staples Road. She is off to begin exciting new adventures with her family in the New Forest and we wish her, and our other leavers, the very best of luck!

We wish all of our leavers the absolute best of luck in their next chapters. Thank you to our entire school community for your support this year—have a safe, happy, and restful summer holiday!



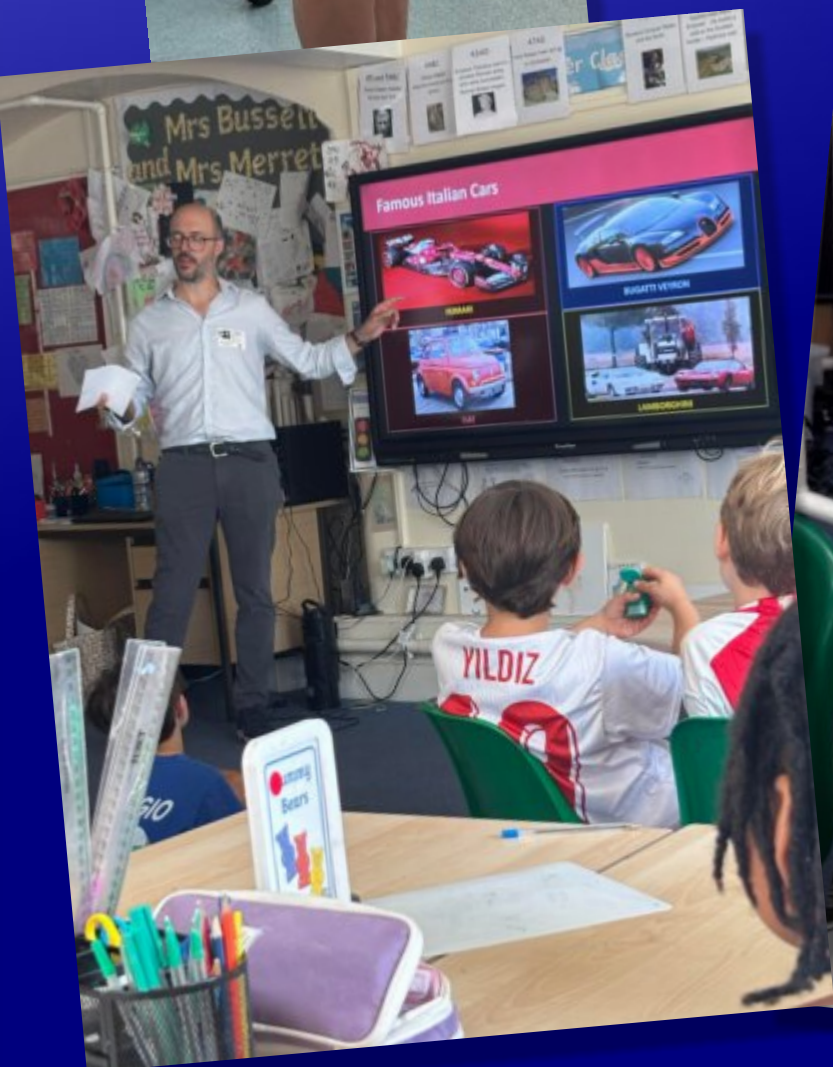
School Council at the Summer Fair



We welcomed visitors from Beijing



International Day



Learning in the Forest



Y6 performance



Y6 performance



What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthralls young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: Involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Sarwar-Azmi is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



Sources: <https://www.bbc.com/news/technology-56048895>
<https://iprisonline.com/insight/social-media-usage-virtually-doubles>

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