



# Cedars Manor School Newsletter

Issue 7 — October 17th 2025

## OVERALL ATTENDANCE – 96.01% Week ending 17/10/2025

	Class	%	No of Pupils late	No of <u>lates</u>
1	Hazel	98.82	1	1
2	Spruce	98.42	1	2
3	Fir	98.26	1	1
4	Sycamore	98.15	1	1
5	Beech	98	2	2
6	Hawthorn	97.86	1	1
7	Elm	96.92	0	0
8	Maple	96.42	0	0
9	Cherry	95.62	0	0
10	Yew	95.56	0	0
11	Pine	95	1	1
12	Lime	94.58	0	0
13	Rowan	89.58	0	0

The whole school attendance is 96.01% this week, which is at the school average of 96% and above the National average of 95%

**Well Done!!**

### Health Information Update Reminder

We kindly ask that you inform us of any changes to your child's health or medical needs since last year. Keeping our records up to date ensures we can provide the appropriate care and support during the school day.

If there have been any updates to your child's medical conditions, medications, allergies, or any other relevant health information, please notify us as soon as possible by emailing: [office@cedarsmanor.harrow.sch.uk](mailto:office@cedarsmanor.harrow.sch.uk).

Thank you for your continued support in helping us keep all our pupils safe and well.



### DATES FOR THE DIARY

- 22nd October—YR5 Science Museum Trip
- 24th October—Reception Dinosaur Making Workshop
- 4th November—Parents Evening Day 1
- 6th November—Parents Evening Day 2
- 15th November—YR2 Tower of London
- 15th November—YAP Project
- 19th November—YR1 Headstone Manor
- 20th November—YR3 Headstone Manor
- 21st November—Beech Class Assembly
- 24th November—Individual School Photos
- 28th November—Fir Class Assembly
- 5th December — Pine Class Assembly



### AFTERSCHOOL CLUB



**Monday – Friday | 3:20 PM – 5:45 PM |  
Term Time Only**

Looking for quality after-school care in a safe, engaging environment? Our Afterschool Club offers fun activities, social time, and a welcoming space for your child to relax and unwind after the school day.

Cost per session:

- **£10 per child**
- **£8.50 per child for siblings**

(A minimum of one session per week is required.)

#### Important Information:

Fees must be paid termly in advance.

If you are interested, please collect a form from the school office.



# Cedars Manor School Newsletter

Issue 7 — October 17th 2025

## Wishing Everyone a Happy Diwali!

We'd like to wish a very Happy Diwali to all who will be celebrating next week! May your homes be filled with light, laughter, and love as you enjoy this special time with family and friends.

As part of our attendance guidance, please remember that one day's authorised absence is permitted for Diwali. Any additional days taken will be recorded as unauthorised absences.

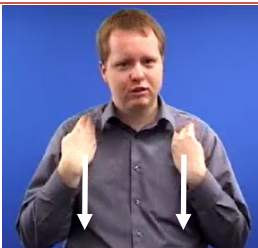


## Parent Consultation Letters

Parent consultation letters have been sent home with your child today. These meetings are an important opportunity for you to discuss your child's progress, achievements, and areas for development with their class teacher.

Please take a moment to read through the letter carefully, complete and sign the reply slip, and return it to your child's class teacher as soon as possible. Appointment times will be allocated on a first-come, first-served basis, so returning your slip promptly will help secure a slot that best suits your schedule.

## Signs of the Week



Rich



Poor



## Online Safety Workshop

Join us on **Thursday, 23rd October 2025 at 9:00 a.m.** for our Online Safety Workshop, helping you and your child navigate the digital world safely and confidently.

Learn how to use parental controls, discuss online risks, and stay informed about the latest trends. This is a great opportunity to gain practical tips, ask questions, and access useful resources.

We look forward to seeing you there!

## Expert Talk on Neurodiversity and Neurodivergence at John Lyon School

Parents and guardians are warmly invited to attend an expert-led talk at John Lyon School on **Tuesday 4 November**. The session will be presented by **Mr Fin O'Regan**, one of the UK's leading behaviour and learning specialists, who will explore how parents and teaching staff can work together to understand and support children with diverse learning needs.

To book a place, scan the QR code on the flyer or complete this form:

<https://forms.office.com/e/kN195usPxA>

## Meet Fin O'Regan

### Neurodiversity and Neurodivergence in Schools

**Tuesday 4 November 2025**  
**6.00pm - 7.30pm**  
**Boyd Campbell Hall**



Fin O'Regan is one of the leading behaviour and learning specialists in the UK. He is currently an ADHD and Neurodiversity Consultant for number of schools and organisations, an associate lecturer for Leicester University, NASEN, The Helen Arkell Charity and the Institute of Education.

The presentation will examine how parents, in collaboration with teaching staff, can most effectively support the learning, behaviour, and socialisation objectives of children.



Scan the QR code to sign up



# Cedars Manor School Newsletter

Issue 7 — October 17th 2025



## Year 4 Cooking

This week, Year 4 took part in a cooking activity to further support their learning on the Romans. They made **Roman Bread**, carefully following a traditional recipe to understand further, what life was like in Roman Britain. The children were able to measure ingredients and follow the recipe. Great fun was had by all.



TRANSPORT  
FOR LONDON

## Year 6 TFL Workshop

On Friday, the children in Year 6 had a visit from Transport for London (TFL). This workshop focused on increasing children's confidence when travelling independently on the roads and how to keep themselves safe as they transition into secondary school. It was very informative. Please ask your Year 6 child what they learned from the workshop.



## Earth Science Week

This week, we have been celebrating Earth Science Week. All children across the school picked an area of sustainability to focus on and showcased their learning during our Friday Celebration Assembly. It was fantastic to see the learning across the whole school and learn about how we can protect our planet.

Each year group focused on the following:

- **Nursery:** Blue recycling bins in classroom and what they put in it.
- **Reception:** Making seed bombs to sow
- **Year 1:** Clean up drive, litter picking on the school site.
- **Year 2:** Create art using recycled materials
- **Year 3:** Design a poster to spread the message of environmental responsibility
- **Year 4:** Learn about global issues and share what has been learned with others
- **Year 5:** Research climate change and promote recycling practices within the school
- **Year 6:** Reduce plastic waste, create art using plastic waste and write letters to



## Recycling Rangers



We are excited to announce that we have a new **Recycling Team** at Cedars Manor. This group is made up of **Year 2 pupils** and they are known as **Recycling Rangers**. They have been monitoring the school's efforts in Recycling.

This week they visited each classroom to ensure they had the correct bins and were using these correctly to Recycle where possible, they were very impressed with the schools efforts. The Recycling Rangers have also been supporting children in Reception and Year 1 at lunchtime by showing them the different bins that can be used and what goes in them.



# Cedars Manor School Newsletter

Issue 7 — October 17th 2025



## Keeping Children Safe This Halloween



Halloween is an exciting time for children, but it's important to keep safety in mind while enjoying the spooky fun.

Many costumes are highly flammable, so keep children away from naked flames and heat sources, and look for outfits with a UKCA or CE mark or those stating "additional safety testing for flammability." Buying from reputable retailers and layering clothes underneath costumes can also add protection. Teach children the "Stop, Drop and Roll" technique in case of fire, and consider using battery-powered candles instead of real ones — just ensure the battery compartments are secure to prevent button battery accidents.

When out trick-or-treating, make sure children are visible by adding reflective tape, glow sticks, or bright accessories, and keep masks off while near roads to help them see and hear traffic clearly. Young children should always be accompanied by an adult, and older ones should have a pre-agreed route and a way to stay in touch.

Be careful with pumpkin carving, choking hazards from small sweets, and light-up decorations containing button batteries.

By following these tips, families can enjoy a safe and spooktacular Halloween for all the right reasons!

## Be careful what you wear when you're out to scare

**Some fancy dress costumes are highly flammable so they can ignite almost instantly and burn fast.**



**Try to buy from a reputable store or website. Cheap costumes may not meet UK safety standards.**



**Look for a costume with a UKCA or CE mark**



**Look for a label that says: "This garment has undergone additional safety testing for flammability"**



**Remind children to stay well away from naked flames and other heat sources**





# Cedars Manor School Newsletter

Issue 7 — October 17th 2025



## ATTENDANCE EXPECTATIONS

If your child is ill or unable to attend school, it is important that you inform the school office **before 9am**.

You can do this by either speaking directly to a member of staff or leaving a voicemail on the absence line (Option 1).

If you are unsure if you should send your child to school please refer to the information in this link to determine: <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

We kindly ask that all appointments for your child, including medical and dental visits, be scheduled **during the school holidays or after school hours** whenever possible.

Appointments during the school day can disrupt your child's learning and impact their progress.



## PARKING OUTSIDE THE SCHOOL

We kindly ask all parents and carers to ensure they are parking responsibly when dropping off and picking up their children.

Unfortunately, we have noticed an increasing number of vehicles creating hazards for pedestrians and other road users. This not only poses a safety risk for the parents and children but also disrupts traffic flow around the school.



**In addition, please remember that the children's safety in the car is just as important as their safety around it.**

Drivers are **legally** responsible for making sure that any child **under 14** is correctly and securely restrained in a car seat or seat belt appropriate for their age, height, and weight. Even for short journeys, please double-check that car seats are properly fitted and that all seat belts are fastened securely.

## Value of the Month: COURAGE

**Courage:** facing challenges and fears with confidence, determination, and integrity. It means standing up for what is right, trying new things even when they feel difficult, and persevering through obstacles.



We encourage our students to demonstrate courage by speaking up respectfully, taking positive risks, and showing resilience when faced with setbacks. Courage helps us grow stronger, pursue our goals with confidence, and inspire others to do the same.



## EMAILS OF THE WEEK:

**10/10/2025** - Newsletter Issue 6

**13/10/2025** - Flu Vaccination Reminder

**14/10/2025** - Year 5 Residential Trip Meeting

**14/10/2025** - Year 5 Maths Parents Workshop

**14/10/2025** - Parents Online Safety Workshop



# Cedars Manor School Newsletter

Issue 7 — October 17th 2025



## LEARNING AT CEDARS MANOR SCHOOL

### Nursery

**We have been learning:** about how the invention of traffic lights has made crossing the road safer and we researched who invented them.

**You can help at home by:** encourage your child to become an inventor. They can design and create different models using different materials.

### Reception

**We have been learning:** about predicting. The children predicted what dinosaur would 'hatch and grow' out of the 'dinosaur eggs'.

**You can help at home:** by asking your child about the eggs and what dinosaur did hatch.

### Year 1

**We have been learning:** about **number bonds to 10**. The children have been practicing different pairs of numbers that make 10.

**You can help at home by:** Encouraging your child to say the **number pairs that make 10** quickly and confidently. Practice number bonds by **using everyday objects** like toys.

### Year 2

**We have been learning:** about number bonds to 100. To add and subtract 1s. To add three 1-digit numbers.

**You can help at home by:** by encouraging the children to practice their number bonds to 100. Add small numbers in fun ways. Maybe use a dice.

### Year 3

**We have been learning:** about what makes us special?

**You can help at home by:** talking about your child's special or unique qualities.

### Year 4

**We have been learning:** Malorie Blackman

**You can help at home by:** researching about Malorie Blackman

### Year 5

**We have been learning:** about Benjamin Zephaniah and his amazing poetry.

**You can help at home by:** exploring Black History Month and its importance.

### Year 6

**We have been learning:** to identify 3D shapes

**You can help at home by:** taking to your child about the faces, edges and vertices of 3D shapes.

**Thank you for supporting your child's learning at home. Your involvement helps to reinforce what they've been doing in school and makes a big difference in their progress!**

At The National College, our WakeUp/Wednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](http://nationalcollege.com).

## What Parents & Educators Need to Know about MEMES

### WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (78%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

### SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

### EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

### MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

### HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

### PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

## Advice for Parents & Educators

### ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

### MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

### TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

### FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

### Meet Our Expert

Dr Cristina Marrero-Almolda is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



See full references [on our website](#)

