Cedars Manor School Newsletter

Issue 8 — 6th November 2026

OVERALL ATTENDANCE – 95.05%
Week ending 06/11/2026

	Class	%	No of Pupils late	No of lates
1	Yew	97	2	2
2	Fir	97.69	2	2
3	Elm	96.67	1	3
4	Pine	94.23	0	0
5	Hazel	96.25	1	3
6	Cherry	90.67	2	2
7	Spruce	90.53	2	3
8	Hawthorn	96.40	3	4
9	Lime	96.54	0	0
10	Sycamore	97.27	1	1
11	Rowan	97.78	1	1
12	Beech	94.29	1	1

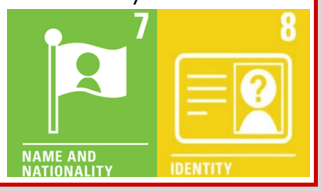
UNCRC ARTICLE OF THE WEEK

This week, the children have been learning about and discussing **Articles 7 and 8** of the United Nations Convention on the Rights of the Child (UNCRC).

Article 7 – Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

Article 8 – Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

Please take some time to discuss these rights with your child and explore how they are upheld and respected both within our school and in the wider community.



DATES FOR THE DIARY

10th Nov — Parent Consultations

11th Nov — Parent Consultations

11th Nov — YAPS Inner space Event

12th Nov — YR4 Visit Verulamium

12th Nov — YR5 Viking Day

12th Nov — YR6 Math Parent Workshop

13th Nov — Hawthorn Class Assembly

19th Nov — YR5 Maths Parent Workshop

20th Nov — Beech Class Assembly

23rd Nov — School Photos

27th Nov— Fir Class Assembly

3rd Dec — YR4 Maths Parent Workshop

4th Dec — Pine Class Assembly

7th Dec — Flu Vaccination Catch Ups

10th Dec — Young Carers - Harrow Art Centre

TABLE TENNIS CLUB – STARTING NEXT WEEK!

We are excited to introduce our new After-School Table Tennis Club, starting next Friday!

Open to pupils in **Years 3–6**, the club will give children the opportunity to learn new skills, improve their hand-eye coordination and enjoy some friendly competition in a fun and supportive environment.

Cost: £25 for 10 weeks (£2.50 per session)

Sign up now using the link below to secure your child's place.



SIGN UP HERE



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YR 2 VISIT TO THE TOWER OF LONDON

On Wednesday, our Year 2 children enjoyed an exciting educational visit to the historic Tower of London! As part of their learning about kings and queens, the children explored different areas of the Tower discovering more about the monarchs who have been connected to this famous landmark.





It was a fantastic chance to bring their classroom learning to life, as they experienced an important part of London's history first-hand.

YR 4 WATCH THE LION KING

Our Year 4 children enjoyed a very special trip to the Lyceum Theatre to watch the spectacular musical, The Lion King on Wednesday. The children were treated to an incredible performance, full of amazing costumes, music, singing and storytelling. It was a wonderful opportunity to experience the excitement of live theatre and see this much-loved story brought to life on stage. A truly memorable experience!







YR 3 VISIT HEADSTONE MANOR & MUSEUM

To finish off this week our Year 3 children enjoyed an exciting educational visit to Headstone Manor & Museum. The children took part in a range of immersive activities, exploring real historical artefacts and discovering what life was like during the Stone Age. This was a fantastic opportunity to bring their History learning to life, while developing their critical thinking and storytelling skills.





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MUFTI DAY CELEBRATIONS

On Thursday, we enjoyed a special Mufti Day to celebrate Fireworks Night and Diwali. The children were invited to wear their brightest and most colourful clothes as we marked these two exciting celebrations. It was a lovely opportunity to recognise different traditions and cultures within our school community.



We wish everyone celebrating a wonderful Fireworks Night and a very happy Diwali!



EYFS TOOTHBRUSHING ASSURANCE VISIT

Our EYFS children took part in a toothbrushing quality assurance visit on Tuesday. We were delighted that the visitors were so impressed with our school and had lots of praise for the routines and practices in place within EYFS. It was lovely to receive such positive feedback and recognition of the importance we place on developing healthy habits from an early age.

Looking after our teeth is an important part of maintaining our overall health and wellbeing. We would like to remind all families of the importance of encouraging children to brush their teeth twice a day, in the morning and before bedtime. Establishing these simple routines helps children develop healthy habits that will last a lifetime and keep their smiles bright and healthy!







YR2 COOKING

Year 2 were busy in the kitchen on Thursday as they made savoury turnovers. The children enjoyed preparing their ingredients, assembling their fillings and creating their own delicious pastries.

It was a fantastic opportunity to develop their practical skills, follow instructions and learn more about food preparation.

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RECEPTION APPLICATIONS FOR SEPTEMBER 2027 — OPEN!

Key Dates

- **Applications Open:** *1 September 2026*
- **Closing Date:** *15 January 2027*

How to Apply

You must submit your application **online**. You can apply through:

1. London Borough of Harrow Website

- Go to the Harrow Council admissions page: Apply for a primary school place
- Create or log in to your account.
- Follow the step-by-step form to enter your child's details and school preferences.

2. eAdmissions Website



- Visit the eAdmissions portal: eAdmissions
- Register for an account (or log in if you already have one).
- Add your child's information.
- Select your preferred schools in order of preference.
- Upload any required documents.
- Submit your application and **save/print your confirmation**.

Important Notes

- You can choose **up to 6 schools** (recommended).
- Applications submitted after **15 January 2026** will be considered late and may reduce your chance of getting your preferred school.

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LEARNING AT CEDARS MANOR SCHOOL

Nursery

We have been learning: about celebrations, this week we have learnt about Halloween and Bonfire night. We have read the book 'Room on the Broom'.

You can help at home by: *talking about firework safety.*

Reception

We have been learning: about animals that live in the Amazon Rainforest. We have read the book 'Amazon Adventure'.

You can help at home by: *talking about the animals we saw in the book. See if your child can remember any of them.*

Year 1

We have been learning: about the four seasons in Science.

You can help at home by: *talking about the four seasons and the changes in weather, plants and trees throughout the year.*

Year 2

We have been learning: about the book 'The Man Who Wore All His Clothes'. We have read up to Chapter 4.

You can help at home by: *reading or listening to The Man Who Wore All His Clothes on YouTube to help your child become more familiar with the story.*

Year 3

We have been learning: about mountains and hills in Geography. We used atlases to locate some of the UK's most well-known mountains and hills, developing our map-reading and geographical skills.

You can help at home by: *talking to your child about the differences between mountains and hills. You could also encourage them to find out some interesting facts about famous UK mountains and hills.*

Year 4

We have been learning: about solids, liquids and gases .

You can help at home by: *Observing what happens when an ice cube melts and when water is placed in the freezer.*

Year 5

We have been learning: about what forces are in Science.

You can help at home by: *discussing their trip to the Science museum and what forces they saw in action in the Wonder Lab.*

Year 6

We have been learning: how to do long division, with and without remainders.

You can help at home by: *making sure your child knows their times tables and can subtract. Give your child 1 or 2 long division questions each day to work on.*

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 WakeUpWednesday 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. For further guides, hints and tips, please visit nationalcollege.com.

MOBILE PHONES

Mobile phones have become a huge part of young people's everyday lives, but new restrictions on their use in schools and proposed restrictions on social media are changing how children and young people can use them. This guide explores mobile phones, their use by young people, what the evidence tells us, the current and future legal position, and what parents and educators should do.

What are the risks?

MENTAL HEALTH AND WELLBEING

The relationship between smartphone and social media use and young people's mental health is complex, and evidence does not establish a simple cause-and-effect relationship. Some researchers and commentators, however, including Jonathan Haidt, author of The Anxious Generation, argue that increased smartphone and social media use may be contributing to poorer mental health and wellbeing among young people.

LEARNING AND ATTENTION

Mobile phones can distract pupils from learning and make it harder to maintain attention and concentration. Research suggests that learning and attention have improved in schools that already prohibited mobile phone use, particularly among pupils with lower prior attainment. Now that the DfE's guidance on mobile phones is statutory, schools should ensure that the whole-school community understands and follows their policy, while monitoring how effectively it is implemented.

HARMFUL CONTENT AND BULLYING

Mobile phones can be a means of extending peer conflict from the community into schools and from schools back into the community. They also provide easy access to harmful and inappropriate content, including content that is sexually explicit, promotes self-harm or eating disorders, or is violent in nature. Exposure to this content can negatively affect children's mental health and wellbeing, potentially increasing the support they require from schools, parents, and support services.

EXCESSIVE SCREEN TIME

Ofcom research found that 13- to 14-year-olds spend an average of 4 hours 19 minutes online each day across smartphones, tablets, and computers. However, there is considerable variation between children, with some spending significantly more or less time online. Excessive screen time can contribute to disrupted sleep and fragmented attention, both of which can negatively affect children's mental health and wellbeing.

The current and upcoming rules

SCHOOL BANS

As of 1 September 2026, schools are expected to be phone-free environments by default, with any exceptions limited to specific circumstances. Schools can decide how best to implement this. For example, some may provide secure storage or collect phones at the beginning of the school day, while others may prohibit pupils from bringing them onto school premises altogether. Schools can also confiscate mobile phones in line with their behaviour policy, while searches for prohibited phones must follow the relevant legal requirements.

REASONABLE ADJUSTMENTS

Schools should make reasonable adjustments where necessary for disabled pupils and may allow exceptions in other circumstances, including where mobile phone use is necessary to support a medical condition or an identified need. For example, a pupil with diabetes may use a continuous glucose monitor linked to their mobile phone to monitor their blood sugar levels. Schools may also make adaptations where mobile phone use provides agreed support for pupils with SEND. Any exceptions should be clearly reflected in the school's policies and procedures.

ONLINE SAFETY ACT 2023 AND 2026 PROPOSALS

Platforms are required to protect children from harmful content and use age checks to prevent children from accessing pornography and certain other types of harmful content. In June 2026, the government announced that it intends to stop social media companies offering services to under-16s. These restrictions are expected to be introduced in spring 2027, but the precise scope and rules have not yet been confirmed.

WHAT SHOULD YOU DO?

While there is ongoing debate about the relationship between smartphones, social media and young people's mental health, there are steps that parents and educators can take to help reduce the potential risks associated with their use:

1. Delay smartphones. Consider waiting until a child is 14 before giving them a smartphone. Where a child needs a device to contact family, a basic phone may be an alternative.
2. Delay social media. Consider delaying access to social media until the age of 16.
3. Support phone-free schools. Parents, pupils, and staff should understand and support the school's approach to mobile phones.
4. Encourage screen-free activities. Promote independent and outdoor play, alongside other activities that give children opportunities to socialise and spend time away from screens.

Meet Our Expert

Mark Emmerson OBE, CEO – City of London Academies Trust. With nearly 45 years' experience in inner-city education, including 26 years in senior leadership roles, Mark was an early advocate for tackling the risks of mobile phones in schools, introducing a ban as headteacher in 2000. He has also served as a national DfE adviser and held local authority roles, consistently driving improvements in pupil outcomes and Ofsted judgements, particularly in disadvantaged communities.



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