



# Turves Green Primary School Newsletter

**Excelsior**  
Multi Academy Trust  
19TH JUNE 2026

Dear Parents and Carers,

## Fidget Toys –

We are asking parents and carers for their support regarding fidget toys. Recently, we have seen a significant increase in these items being brought into school, where they are often causing distractions during lessons rather than helping as regulation tools. We have also had several messy incidents where liquid or gel-filled fidgets have burst in classrooms. Please ensure your child leaves their fidget toys at home unless a specific requirement has been officially agreed upon with our SEND team. Rest assured, any student with a recognized sensory need will always have direct access to school-provided, classroom-approved sensory tools.



## Sports Day –

I was disappointed to have to cancel Sports Day this week. It isn't uncommon for the British weather to play havoc with our plans and this week the risk of slips and falls on a wet playground meant that we had to prioritise the safety of pupils. We are grateful for the overwhelming support and understanding of this decision.

**NEW DATE:** Sports Day will be on **MONDAY 6<sup>th</sup> JULY** – EYFS & KS1 - 9:00 – 10:15 & KS2 – 1:30 – 2:45

## Water Safety -

Following tragic events involving young people swimming in open water in recent weeks, Headteachers in the West Midlands have been advised by the West Midlands Fire Service to re-visit water safety lessons and assemblies. This term we will have water safety assemblies and classes will have lessons in school based on the recommended resources linked in the following letter sent to all schools from Emily Fernandez, Assistant Director of Prevention for the West Midlands Fire Service.

[RNLI Education Resources For Young People](https://www.wmfs.net/safety/water-safety/)  
<https://www.wmfs.net/safety/water-safety/>



## World Cup 2026 –

World Cup fever has hit Turves Green Primary School and we have enjoyed watching the opening week this week. On Tuesday the children enjoyed an assembly where we thought about the importance of resilience and determination. Did you know, when Harry Kane was in Year 4 he was dropped from the Arsenal squad?

We wondered what we would do if we had this level of disappointment in Year 4 and if we would have showed the same level of determination that he did.



**Have a great weekend!**



Mrs Young



Stay in touch :



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## Composer of the week **Cecile Chaminade (1857-1944):**

Cecile Chaminade received her first music lessons from her mother, who was a pianist and singer. When Cecile wanted to study at the Paris Conservatory, her father wouldn't let her, so she wound up being taught privately by Conservatory professors. She especially focused on composing and her works were well received. She promoted sales of her music through concert tours and performed regularly in England, often as a guest of Queen Victoria.

She also became popular in the United States, where she performed in 12 cities in 1908. Considering the difficulties she faced as a woman composer, the large number of her compositions – almost 200 piano works and 125 songs – is very impressive.



## Have a conversation about the story behind these pictures which were shown in our No Outsiders assembly this week and how they link to No Outsiders and British Values:





# Turves Green Superstars!



## Hot Chocolate Friday

Well done to all the children who have been nominated.

This week's winners are:

- Reception - Scarlett (RSW) & Luca (RF)
- Year 1 - Ezmai (1C) & Millie (1BC)
- Year 2 - Arsema (2C) & Sam (2W)
- Year 3 - Alana (3B) & Aya (3P)
- Year 4 - George (4C) & Hanna (4W)
- Year 5 - Sharshviga (5S) & Ollie (5W)
- Year 6 - Ollie (6M) & Ethan (6T)

## House Points

Armstrong	Earhart	Seacole	Shakespeare
983	1151	1186	1147

## Care and Compassion Award



Care and Compassion Certificates will be awarded next week.

## Resilience and Perseverance Award



- Reception - Nevaeh (RSW) & Oliver (RF)
- Year 1 - Charlie (1C) & Malik (1BC)
- Year 2 - Arizona & Aceson (2C) & Archie (2W)
- Year 3 - Gaith (3B) & Vishnu (3P)
- Year 4 - Harry (4C) & Whole Class (4W)
- Year 5 - Zainab (5S) & Mubin (5W)
- Year 6 - Leo (6M) & Reggie (6T)

## NEW LUNCH MENU!



## Week 3

Fresh Bread  
Jacket Potatoes  
Sandwich, Wrap  
Salad Cart  
Available Daily

Monday	Tuesday	Wednesday	Thursday	Friday
Beef Burger in a Bun Veggie Burger in a Bun (V) With Sauces. Fish Fingers with a Lemon Wedge	Rustic Herby Tomato Pasta (V) Mac & Cheese (V)	Roast Turkey with Yorkshire Pudding & Gravy Herb Roasted Quorn, with Yorkshire Pudding & Gravy (V)	Mexican Chicken Tortilla Mexican Quorn Tortilla (V) Sea Stars with Lemon & Tartar Sauce	Pepperoni Pizza Margherita Pizza (V)
Diced Potatoes, Broccoli, Mixed Vegetables & Baked Beans	Sauté Potatoes, Garlic Bread, Peppers, Sweetcorn & Baked Beans	New Potatoes, Carrots, Peas & Baked Beans	Sauté Potatoes, Sweetcorn & Baked Beans	Chipped Potatoes, Baked Beans, Peas, Sauces
Iced Doughnut Fresh Fruit & Yoghurt	Chocolate Cornflake Cake Fresh Fruit & Yoghurt	Strawberry Fruit Jelly Fresh Fruit & Yoghurt	Fresh Fruit Bowls Fresh Fruit & Yoghurt	Blueberry Muffins Fresh Fruit & Yoghurt



# Be an attendance HERO Here Everyday Ready Ontime



# TURVES GREEN SUPERSTARS - LUNCH TIME CLUB!

Today we had SH Active in school, Miss Knight and Miss Clark selected a group of students to take part in scootering during lunch. These children have been chosen for showing good behaviour and excellent work.



## **The following children were selected:**

RF - Daniel & Afrah	RSW - Harriet & Kingsley
1BC - Harlow & Brogan	1C - Jaxon & Emmie
2C - Harmony & Brendan	2W - Fathima & Archie
3B - Oliver & Amaya	3P - Lulu & Ilyad
4C - Eunice & Charlie	4W - Lexi & Corey
5S - Sharshviga & Alex	5W - Naitik & Olivia
6T - Ethan & Nola	6M - Ollie & Ketrin

Well Done Everyone!



# 10 Top Tips for Parents and Educators

## SAFETY ON SOCIAL MEDIA

Currently, children are growing up in an immediate and throwaway culture when it comes to content that's consumed online. So much material is now deliberately created to be shorter in nature – and may often contain hidden elements such as advertising, or extreme political and cultural views. With complex algorithms built to keep people on their phones and engaging with social media content, it's becoming increasingly difficult to reduce time spent on these platforms.

### 1 REDUCE DOOMSCROLLING

It's concerning how common it is for young people to spend hours 'doomscrolling': trawling through social media and aimlessly viewing every post they see, many of which might make them feel sad or anxious. Social media can be useful for keeping in touch with friends and family, as well as staying up to date on current events. However, it's important to use it with a clear purpose, instead of endlessly scrolling through content, which could lead to young people accidentally discovering harmful material.

### 2 TALK ABOUT THE CONTENT

It's important to keep apprised of the kind of content that a young person is being exposed to. Discussing what they're watching online can help you understand why they're using social media in the first place. Furthermore, ensure that children are aware of hidden content, such as advertising of a product – and that they know how to spot that the creator is being paid to talk about it.

### 3 FIND POSITIVE ASPECTS

Despite all the concerns, there's plenty of wholesome content on social media. It's worth spending time with children to help them find something suitable and enjoyable. Perhaps you'll even discover a joint interest, and you can enjoy the content alongside the child. As part of this, you should also point out why certain things shouldn't be given attention, explaining why it isn't suitable and why it's been created in the first place.

### 4 REDUCE SCREENTIME

Young people can sometimes be unaware of the exact amount of time they spend looking at social media. Smart phones don't just have the capacity to monitor screentime; they also record how much time is spent on each app. Consider setting targets to reduce this and support children to meet these goals, gradually reducing the amount of time spent on different apps.

### 5 FILL THE VOID

Monitoring and reducing screentime can create a lot of free time to fill, and young people can even face withdrawal symptoms when made to step away from their phones. To mitigate this, consider what offline activities you could introduce the child to, and what they would enjoy. This can ensure that young users will permanently cut down on their screentime, rather than temporarily doing so while they know it's being monitored.

### 6 REDUCE NOTIFICATIONS

One way in which social media platforms keep people coming back is through notifications. The algorithms behind these apps track people's daily habits, including the times of the day where they're most likely to engage with the platform. This data is then used to deliver specifically timed notifications to draw them back in. To avoid young users being exposed to this tactic, simply turn off notifications for the app in their phone's settings.

### 7 LIVE IN THE REAL WORLD

Overexposure to social media can distort someone's perception of the real world – from body norms to social conventions. This filtered environment can make it hard for young people to distinguish reality from online content, which is now becoming even more difficult with the rise of AI. To mitigate this concern, take time to teach young people how to discern truth from fiction, both on and off social media.

### 8 DIGITAL DETOX

Encouraging young people to take a 'digital detox', from even just a couple of the apps that they use, can result in an overall reduction of screentime and less exposure to potentially harmful content. Alternatively, rather than avoiding the app entirely, encourage children to take a 'digital detox' from content creators and influencers, and instead, keep in touch with friends and family – which is generally a far healthier use of these platforms.

### 9 MODEL GOOD BEHAVIOUR

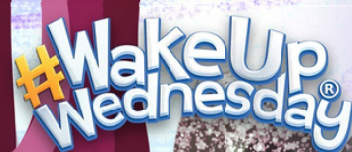
Consider the habits that you're demonstrating to your children. How much time do you spend on your phone? How much do you 'doomscroll'? Comparing your own usage with the child's could put things into perspective for them – or if it turns out that you're also overusing social media, it can turn screentime reduction into a joint mission, which you and the child can work on together.

### 10 BE CLEAR ON THE "WHY"

Research shows that young people can become addicted to social media. There are many schools that are moving towards being 'phone free' due to the negative impacts of using social media and phones continuously. It's important to explain to young people why managing screentime is important. Set out the benefits and ensure they have all the relevant information, so it's not just seen as a punishment.

## Meet Our Expert

John Inley is a senior leader in a Birmingham secondary school and has vast experience in leading schools over the past 15 years – including the development of computing curriculums across primary and secondary schools, writing e-safety policies and supporting schools with computing and e-safety advice.



The National College®

Source: See full reference list on guide page at <https://nationalcollege.com/guides/top-tips-for-safety-on-social-media>