

MALMESBURY NEWSLETTER



COMING UP...

Spring term after-school clubs begin:

Monday 12th January

Forest school begins

Reception, Y1:

Monday 12th January

Reception hearing and vision checks:

3rd -5th February

Reception Half Moon Theatre trip: Monday

9th February

Children's Mental Health Week

9th February

Safer Internet Day:

Tuesday 10th
February

Half term: school closed Monday 16th to Friday 20th February

Giving our children more voice and more responsibility

This term we will be increasing the opportunities for our children to make a difference to our school community.

We will share this with children in next week's assemblies and begin the process of selecting children for various roles.

This will play an important part in our work to:

- Equip our children to make a difference to their school - our values of pride, care and collaboration in action.
- Empower our children to become great school community members and future wider community members.
- Notice and value our children's different interests and strengths.
- Develop our children's leadership skills.

We look forward to sharing with you how these groups of children are helping us make the school the best place to learn (and play) it can be.

Your school needs you!



1



School Council

Represent your class and year group as you work with the adults to make our school a great place for everyone to be the best they can be.
Y3-6. Pupil and Teacher Elections.

2



Oracy Champions

We are looking for great oracy (speaking and listening) role models to lead classroom discussions, talk to visitors and represent our school at special events.
Reception-Y6. Teacher selection.

3



Eco-Council

We need children with a passion for teaching environmental awareness and reducing, reusing, recycling and saving energy/water as responsible community members.
Y4-6. Application forms.

4



Play Rangers

Make play and lunchtimes great for everyone as you work to ensure others have the equipment to play, are supported with playing safely and solving challenges in play.
Y1-6. Application forms.

5



Sports Leaders

If you are a great sports person and a positive role model, we need you to lead your team in PE lessons, lunchtime sports, competitions and on Sports day.
Y6 - interview and task.

6



Junior librarians

If you have a passion for reading and have strong organisational skills, we need you to help run our school library.
Y5/6 teacher selection.

Help us be the best we can be...

BREAKING THE CYCLE

For a copy of an extended PARENT INFORMATION SHEET, LIKE the post and comment BREAKTHECYCLE below.

BREAKING THE CYCLE STARTS WITH UNDERSTANDING

Screens aren't 'bad' and parents haven't failed. The difficulty sits in how fast, easy dopamine from screens trains the brain to expect constant reward. Each scroll, game or video gives a quick hit, followed by a dip that drives the urge for more. Over time, tolerance builds, regulation drops and everyday life starts to feel flat or frustrating. Understanding this cycle helps us respond with structure and support rather than shame or power struggles.

WHY WILLPOWER ISN'T ENOUGH

The dopamine loop is neurological, not behavioural. A child or young person isn't choosing defiance when they melt down after screens end, their nervous system is reacting to a sudden drop in stimulation. Expecting self-control without external boundaries puts too much pressure on an under-developed brain. Breaking the cycle means adults stepping in to hold the limits while teaching regulation and alternative ways to meet dopamine needs safely.

START WITH A FAMILY MEETING

Change works best when it's transparent and collaborative. A family meeting creates shared understanding and reduces secrecy or resentment. Explain what dopamine is in simple terms and why screens feel so powerful. Acknowledge that limits might feel hard at first. Invite feelings, questions and worries. This isn't a debate about whether limits exist, it's a conversation about how everyone can feel supported while the brain recalibrates.

SET CLEAR NON-NEGOTIABLES

Some boundaries work best when they're consistent and predictable. No phones at the dinner table, devices placed in a basket so no one feels singled out. No tech in bedrooms overnight to protect sleep and regulation. Screens off at least an hour before bed. Adults follow the same rules to model safety, not perfection. These limits reduce constant dopamine spikes and create protected spaces for connection and rest.

OFFER HEALTHIER DOPAMINE PATHWAYS

The brain still needs reward, just from steadier sources. Movement, especially outdoors. Music, singing or dancing. Creative play, drawing, building, making. Laughter and shared family moments. Completing small tasks and feeling capable. Physical affection and safe connection. These forms of dopamine last longer, support regulation and rebuild tolerance for everyday activities that screens have crowded out.

EXPECT DISCOMFORT BEFORE BALANCE

When screens reduce, dysregulation often rises before it settles. This is not a sign the limits are wrong, it's the nervous system adjusting. Stay calm, empathic and consistent. Name feelings without removing boundaries. Over time, frustration shortens, creativity returns and emotional resilience grows. Breaking the cycle isn't about removing joy, it's about helping the brain relearn how to find it safely.



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RESETTING AND REDUCING SCREENTIME

We are hearing from some of our children and families about increased screentime and the challenges of reducing this. This information looks clear and helpful.

DID YOU KNOW?



A child with an average of 90% attendance will have missed one whole school year by the time they take their GCSEs....

Let's give our children every opportunity to be successful!

INTERESTING FACT

This week's attendance:

This week: 93.27%

Vikings specialist class: 100%

Lancastrians: 98.66

Tudors: 98.28

Last term's attendance was 94.3% placing us 27/66 in Tower Hamlets.

Our attendance team will be working with families to ensure children are in school getting the education they are entitled to.

Children with great attendance make great progress with their learning and build great friendships and relationships.



BE THE BEST YOU CAN BE.



Reminder: Rebecca and Tim (our Assistant Heads for Inclusion and Behaviour/Pastoral leads) are planning more play opportunities for our playground. To support this work, they would love any of the following (in good condition):

dressing up clothes/fabric, cars, figures, dinosaurs, plastic animals, duplo and sand toys.

Please bring them to Brian in breakfast club or the office. Thank you.