

THE FRIDAY LETTER



This Week at The Wyche

This week Hedgehogs looked at aerial views of Malvern and made their own directions from Wyche to the Priory, Foxes began planning their design and technology project of making moving pictures (of, what else, owls), Otters wrote diaries from the point of view of either Pongo or Missus (dalmatians, don't 'cher know?). Stoats learned about how their understanding of god influences their daily lives, and Badgers solved some fiendish problems using multiplication, including the "red hot chilli pepper" challenge questions.



Collective Worship: Harvest Festival

It was delightful to welcome you to our Harvest Festival on Tuesday and celebrate alongside each other. Thank you for the incredibly generous donations of dry goods you gave to Malvern Food Bank and the money you kindly spared for Gofu Juu school. In other news Mr Turley's collective worship this week was about apples, their abundance in Worcestershire, their health value and the gratitude we should feel about this wonderful local crop.



Support for Parents - Dealing With Traumatic Events

When children and young people experience traumatic or difficult life events, their emotional world can be shaken, and the impact may show up in their behaviour, mood, or relationships. Whether it's bereavement, a family breakdown or witnessing something distressing (even online), the support of trusted adults can be key in helping them feel safe again. The guide on page 4 looks at how to create a nurturing environment to help young people process difficult feelings.



Online Safety - AI Solutions and your child

Almost every app and website you come across these days offers an AI helper or option, but how is your child engaging with these? If so, in what way and what are the risks. Check out the handy guide on p. 5 (2 this week!) which tells you the risks of AOI for the very young and how you can support them to learn about this new and exciting tool safely.



Have a wonderful weekend together and stay out of the way of Storm Amy!,
always in Partnership,
Mr Murphy

We can all play a part in **safeguarding** children. If you are ever worried about the safety of a child, please discuss this with **Mr Murphy, Mrs Baylis or Mrs Charles**. You can refer or get advice yourself from Children's Services on 01905 822666.

If you think a child or adult is in immediate danger, please call the police on 999.

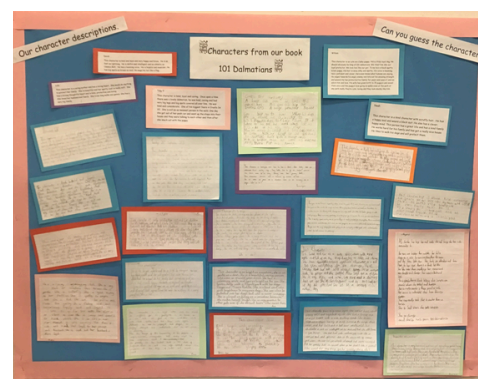
In this issue

This week at the Wyche
PAGE 01

House points, attendance,
Stars of the Week &
information
PAGE 02

What's on next week and
dates for your diary
PAGE 03

In school this week:



Other Class Writing!

Other class have been working hard producing some beautiful written work inspired by the characters from "One Hundred and One Dalmatians" by Dodie Smith. The results are excellent. Well done Otters!



Buzz and Strive. Quite keen on 10 pin bowling this week, for some reason.

"They will soar on wings like eagles." Isaiah 40:31

Malvern Wyche C of E Primary School

Together We Soar



Attendance Reeeeeeally Matters

It's a 100% week for the fabulous Otters who managed to be in school every day with no lates. Buzz is theirs next week!

100%

Please remember that our attendance policy states that we will refer term time holidays of 5 days or more to the Local Authority to consider a fine. Ideally, let's keep them in school every day, where they reap the benefits of this wonderful teaching. Thank you.



School Disco

On Friday 7th November the Friends of the Wyche are are hosting school discos for both KS1 (4.30-5.30pm) and KS2 (5.45-6.45pm). Tickets are £3 per child and available using the link below (please copy and paste into your browser)
<https://www.peoplesfundraising.com/event/fotw-autumn-glow-disco-2025->



Jigsaw Puzzles

KS1 are desperate for children's jigsaws and would welcome donations of unwanted puzzles. Please bring these to the office if you can spare them.

Parking/drop off.

This is a gentle reminder to those of you who drive to and from the school to please be mindful of where you are parking/leaving your car. We have had some complaints from local residents who have been struggling to get to their houses and/or manoeuvre there way around the roads due to poorly parked vehicles. Thank you.

Parent Lost Property

I have some items of parent lost property in the office that I am looking to return - a brown padded Fat Face Gilet (left in the Church after Harvest Festival), a bunch of keys and an umbrella with Kingfishers on. If any of these items are yours then please pop in to the office to claim

Harvest Festival.

What a FANTASTIC harvest festival celebration! It was standing room only in All Saints Church on Tuesday when the school celebrated Harvest Festival. The children raised the roof singing beautiful songs and each class did a tremendous job presenting either a song or poem. The choir sang beautifully and worship council prayed eloquently. Not only were we able to send a tremendous amount of food to the Malvern food bank but we also collected £58 in donations to send over to Gofu Juu. A huge thank you to all parents, guardians, family and friends for your continued support.



By living and learning together through our Christian values of *Safety, Trust, Respect, Inspiration, Value, & Engagement*, with God's help, we will support each other to "soar", lifting hearts and broadening horizons, so that by giving our best today, the world may be better tomorrow.

Stars of the Week

It is always a delight to award a "Star of the Week" award to a child who has demonstrated the **STRIVE** values in classwork. This week's award-winning superstars are:

HEDGEHOGS
MARTHA LITTLE
JESSICA BOND

FOXES
LILY TEAGUE
MARNIE REYSMITH

OTTERS
TILLY ENGLEFIELD
LOLA PHILLIPS

STOATS
ELOWEN GAITSKELL
DANIEL TUCKER

BADGERS
ELLA GLADWIN
CASPER DAVIES

MR MURPHY
FOR WINNING THE
BOWLING ON THE STAFF
NIGHT OUT

Housepoints

This week Beacon took the top spot with an incredible 138 housepoints. Congratulations to all!



WHAT'S ON ?

Mon 13th October: Peripatetic Guitar Lessons
Netball Club - Cancelled

Tues 14th October: Choir Club - afterschool 4.15pm

Weds 15th October: Peripatetic Piano Lessons
Peripatetic Violin Lessons
Pentathlon (Invited Pupils Only)
KS1 Drawing Club - lunchtime

Thurs 16th October: School Photo Day
Peripatetic Drum Lessons
Art Club - afterschool 4.15pm
Multigames - afterschool 4.30pm

Friday 17th October: Badger Class 5th Swim
Football afterschool at the Chase 3.45pm-5.30pm (invited pupils only)



MESSY CHURCH 2025
OCTOBER MESSY CHURCH WILL TAKE PLACE AT
ALL SAINTS CHURCH ON THURSDAY 16TH OCTOBER
3.30 PM FOR 4.00 PM START
WE WILL BE SERVING FOOD!
LOOKING FORWARD TO SEEING YOU.

Dates for your Diary

- Thursday 16th Oct- School Photo Day
- Wednesday 22nd & Thursday 23rd Oct - Whole School Parents Evening
- Friday 7th Nov - School Panto Morning (all classes) , Friends of the Wyche School Disco (afterschool)
- Friday 5th Dec - School Christmas Fayre
- Wednesday 10th & Thursday 11th Dec - KS1 Nativity Evening Performances (More details will follow)
- Tuesday 16th Dec - Whole School Carol Service - All Saints Church, 2pm, all welcome



History Man!

This week the children in both Otter and Stoat classes have had a visit from Mr Cadle - The History Man! The classes each enjoyed a whole day with Mr Cadle who brought Roman history to life! All involved had an incredible time.



Oakerwood!

Last week all our year 6 pupils visited Oakerwood on the school residential trip. They spent 4 days making memories, pushing their boundaries and trying out a wealth of different outdoor activities. From Ziplining to tree climbing, paintball to pizza making the fun just did not stop. Huge congratulations to them all for their bravery and comradery!



10 Top Tips for Parents and Educators

DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



#WakeUpWednesday

The National College®

What Parents & Educators Need to Know about ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS

WHAT ARE THE RISKS?

ACCURACY

AI language models such as ChatGPT, generate their responses based on the data they have been trained on. This is often drawn from the internet and therefore may include incorrect facts, leading to responses which contain errors and inaccuracies.

BIAS

AI language models, including ChatGPT, can perpetuate existing biases present in the data they were trained on. This could lead to biased responses and the reinforcement of stereotypes.

SENSE

AI solutions do not have the ability to understand the context or meaning behind a question or prompt. This could result in inaccurate or irrelevant or even non-sensical responses, whether that be in text, image or other responses.

AI solutions are trained on a large dataset of text to learn patterns and relationships in the data and generate text, images, sound or even video based on the data they are trained on. As such, users can ask a question, provide a prompt or provide other source material, and the AI solution will then provide a response.

ACCOUNTABILITY

AI solutions do not have the ability to take responsibility for the responses they generate. This could cause confusion or misunderstandings in language models if the AI's responses are taken as fact and the truth. With generative AIs that create images, it can lead to output derived from other people's content but without any attribution of the source artist's work.

LACK OF CREATIVITY

AI solutions are not capable of independent thought and rely on the data they were trained on. This may potentially produce a lack of creative thinking and problem-solving abilities if students come to be heavily reliant on AI solutions.

Advice for Parents & Carers

A SAFE ENVIRONMENT

Empower children and young people to use the various AI models in a safe environment and with appropriate content filtering/supervision, and to raise any concerns or questions as they arise.

ENCOURAGE CRITICAL THINKING

Encourage children to use AI solutions as tools to help them research and learn, but remind them to not take the model's responses as the truth. Emphasise that they should question, verify and think critically about the information they receive.

DISCUSS BIAS

Discuss with children the potential biases that may be present in the responses generated by AI language models and encourage them not to simply accept the responses that it gives them at face value.

MONITOR USAGE

It is important for parents to monitor their children's usage of AI solutions (as with technology use in general) to ensure that they are utilising it responsibly and to provide opportunities to discuss its use, if needed.

ENCOURAGE HUMAN INTERACTION

Help children learn how to use AIs in conjunction with other resources, such as books and the internet, but also humans such as teachers, relatives and friends. Emphasise the importance of human interaction as part of life and as part of learning.

SCHOOL GUIDANCE

Be aware of school rules or other guidance in relation to the use of AI solutions in relation to a child's education and discuss appropriate and inappropriate with young people accordingly.

Meet Our Expert

Gary Henderson is the Director of IT in a large UK boarding school having previously taught in schools and colleges both in the UK and in the Middle East. He has a particular interest in digital citizenship and cyber security believing that it is important that we are all more aware of not just the benefits of technology, but also the risks.



The National College

Source: See full reference list on guide page at: <https://openai.com/index/chatgpt/>