



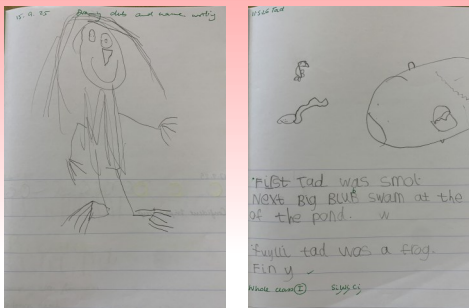
CPS Newsletter

A message from Mr Kilsby

According to the Oxford English Dictionary, progress can be defined as development and improvement. It is at the heart of what we are trying to achieve, with everything designed to ensure that all of our children—whatever their background, heritage or context— are able to acquire, retain and then apply the core knowledge and skills that will enable them to unlock the whole curriculum and thus continue their development into educated, well-rounded and fulfilled young people.

We recognise that this is a long-term process; one that we may well not see the full impact of during a child's seven years at CPS. What we can see, however, are the small, incremental steps on this journey; whether they be in child's academic development (for example, their progression from associating letter shapes with certain sounds, to decoding and understanding words, through to becoming free readers), or in their ability to discuss and share ideas, and their increasing levels of resilience, confidence and self-belief.

Nowhere is this development more evident than across the children's Reception year, where they make incredible



progress from September to June (as evidenced by the pictures on the left, which compare a child's work on their first day at school, with their latest piece of writing), and I never cease to be amazed at how far their travel.

Of course, this can only happen when a number of things coalesce.

Not least, the support that parents provide in reinforcing key messages about school and in ensuring that the children are in the right place, at the right time, in the right kit and, as much as possible, in the right frame of mind to learn, every day (a far from insignificant task).

For this, I would like to extend my gratitude to all of our parents and carers.

Tier 2 Vocabulary

Please be aware that the following Tier 2 vocabulary is currently being shared and taught across the school:

| | |
|--------|---|
| EYFS | Sequence; Characters; Then; Setting; First; Next; Finally |
| Year 1 | Adapt; Survive; Protect |
| Year 2 | Orphan; Protect; Promise |
| Year 3 | Desolate; Valley; Rugged; Meticulously; Exuberant; Valiant; Formidable |
| Year 4 | Remote; Impression; Rightful; Contained |

Coming up...

- 25th May:** Half Term Week
- 1st June:** Year 6 Activities Week
- 3rd – 5th June:** Year 6 Hilltop Residential
- 4th June:** Year 5 QuadKids Tournament
- 8th June:** Year 4 Anglesey Abbey
- 10th – 19th June:** PSHE Service Life Education Bus
- 11th June:** Year 3 Wicken Fen Trip
- 16th June:** Year 1/2 Botanic Garden Visit (1)
- 17th June:** Year 1/2 Botanic Garden Visit (2)
Year 3/4 Girls Football Tournament
- 19th June:** Fen Edge Festival
- 22nd June:** Year 456 Steel Drumming Workshops
- 25th June:** Year 3/4 Cricket Competition
- 29th June:** Year 6 Bikeability Week
- 2nd July:** Year 5 Grafham Water Trip (Day 1)
Year 1/2 Transition afternoon
- 3rd July:** Year 5 Grafham Water Trip (Day 2)
Year 3/4 Sports Day (9:00am) and EYFS Sports Day (1:30pm)
- 6th July:** Year 5/6 Sports Day (9:00am)
- 7th July:** Year 6 First Aid Workshops
- 8th July:** Year 1/2 Transition afternoon
- 9th July:** Year 1/2 Sports Day (9:00am)
PTCA Summer Fair (5:30—7:30pm)
- 14th July:** Year 6 Visit to CVC
Moving-up Day
- 15th July:** Year 6 Leavers' Assembly (2pm)
- 16th July:** End of Summer Term (2pm)
- 1st September:** Professional Development Day 1 (Pupils not in school)
- 2nd September:** Professional Development Day 2 (Pupils not in school)
- 3rd September:** Pupils back to school
- 26th October:** Half-term week

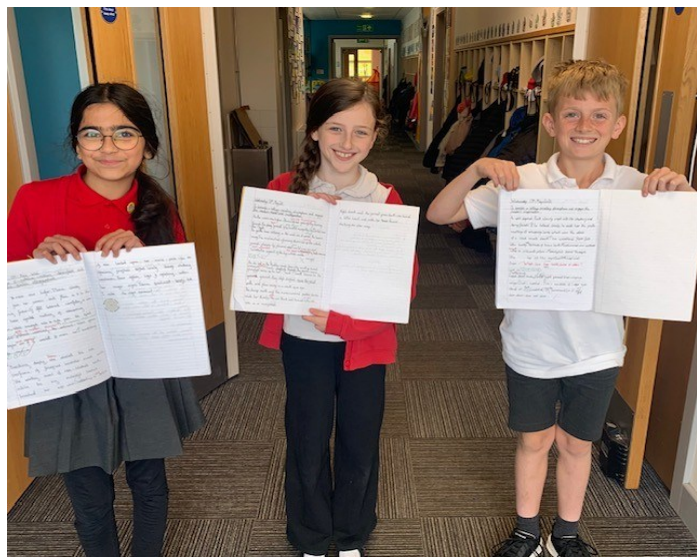
CPS Dress Code

- **Black or grey trousers or shorts**
- **Black or grey skirt or pinafore**
- **White or red polo shirt (with or without school logo)**
- **Red cardigan, or sweatshirt (with or without school logo)**
- **Red and white summer dress (we request no play suits in EYFS, please)**
- **Plain white, grey or black socks or tights**
- **Sensible black shoes (sandals may be worn in the Summer)**



CPS Newsletter

22nd May, 2026



What Parents & Educators Need to Know about

GROUP CHATS

WHAT ARE THE RISKS?

On messaging apps, social media and online games, group chats are one of the most popular ways that children connect. Group chats allow messages, images and videos to be shared in one place and help friendships flourish; however, they also come with a number of risks.

TEASING AND BULLYING

Children of all ages are keen to fit in socially, and group chats can sometimes complicate that process. While group chats can foster connection, they can also give way to mean comments or jokes at someone's expense, especially when others join in for laughs. When bullying happens publicly, in front of friends and classmates, it can intensify the emotional impact – adding to embarrassment, anxiety and feelings of isolation for the child being targeted.

UNKNOWN MEMBERS

Children often can't control who is added to a group, which can lead to privacy concerns. Sharing personal details in group chats can be dangerous, and children have no control over what others do with the material they send. Some members of the chat might even decide to use such information maliciously.

PEER PRESSURE

Children may feel they have to constantly stay engaged just to be included and keep up with the conversation. In some cases, they might partake in inappropriate behaviours – like sharing explicit photos, jokes or teasing – just to fit in. Group settings can also encourage children to act in ways they normally wouldn't, or stay silent when they know something is wrong, out of fear of being excluded. Some children may find it difficult to leave toxic group chats.

INAPPROPRIATE CONTENT

Some group chats may include inappropriate language or imagery. Even if a child isn't actively participating in the conversation, they may still be exposed to this content simply by being part of the group. Some apps have disappearing messaging features, where content is only available once or for a few seconds, which makes it harder for children to report something they've seen.

EXCLUSION AND ISOLATION

Exclusion in group chats is common and can take several forms. Sometimes a new group is created specifically to leave one child out on purpose. In other cases, the chat may happen on an app that a child doesn't have access to, making it impossible for them to join in. This can cause feelings of being left out – even unintentionally.

VIDEO AND LIVE CHATS

Many popular apps allow children to engage in live streaming with interactive chats or have group video chats. Anyone can be added to these streams, and often children tag peers in the comments and have conversations which are unmoderated. There's a risk of being exposed to inappropriate or violent content and offensive language, either in the group videos or via the group chats.

Advice for Parents & Educators

CONSIDER OTHERS' FEELINGS

Group chats can become an arena for children to compete for social status. Help children consider how people might feel if they behave unkindly. If a child does upset someone, encourage them to reach out, show empathy and apologise for their mistake.

SET SOME GROUP CHAT RULES

Discuss safe group chat practices, such as asking a peer for consent before adding them to a group chat, or leaving a group chat if a stranger is added. Tell children that if they're added to a group they didn't agree to beforehand, it's OK for them to leave immediately.

BLOCK, REPORT AND LEAVE

If a child encounters inappropriate content or feels uncomfortable in a group chat, encourage them to block and report the sender and leave the group. Make sure children know it's OK to leave a group chat if they feel uncomfortable or unsafe.

SUPPORT, NOT JUDGEMENT

Group chats are an excellent way for children to connect and feel like they belong. However, remind them that they can confide in you if they feel bullied or excluded, instead of responding to the person who's upset them. Validate their feelings and empower them by discussing how they'd like to handle the situation. You can also encourage children to speak up if they witness others being bullied.

PRACTISE SAFE SHARING

It's vital for children to be aware of what they're sharing and who might potentially see it. Ensure they understand the importance of not revealing personal details – like their address, their school, or photos they wouldn't like to be seen widely. Remind them that once something is shared in a group, they can't be certain where it might end up or how it might be used.

SILENCE NOTIFICATIONS

Being bombarded with notifications from a group chat can be an irritating distraction – especially if it's happening late in the evening. Explain to children that they can still be part of a group chat while disabling notifications. In fact, it would be healthier for them to do so, helping them avoid the pressure to respond immediately.