



FREEMAN COMMUNITY PRIMARY SCHOOL

From tiny acorns mighty oaks grow.



Friday 13th February 2026

Diary Dates

February

Monday 23rd February
Return to school

March

Monday 2nd March
Reading Challenge deadline

Tuesday 3rd March
Acorn Class visit from Little City

Thursday 5th March
World Book Day

Thursday 5th, Friday 6th and Monday 9th March
Book fair after school

Friday 6th March
Year 6 Parent Workshop

Tuesday 10th March
Reception Parent Workshop

Thursday 12th March
PINs workshop 3:30pm-5pm

Tuesday 17th March
Year 2 Parent Workshop

April

Thursday 16th April
Year 3&4 School Farm and Country Fair Trip

Opening comment

As always, as we come to the end of a half term we look back and reflect on everything that has been achieved. It has been a privilege to continue to see the children be awarded Star of Week certificates in assembly each week; the reasons the children are chosen are vast and it fantastic to see individual strengths being celebrated. It has also been fantastic to see different projects come together, and practical learning taking place; something I hope we can continue to build on.

All of the staff and I wish you all a restful half term break, and look forward to seeing you back in school on 23rd February.

Stars of the Week



Attendance Week beginning

9th February 2026

Acorn: 93.67%

Cherry Tree: 95.19%

Maple: 98%

Beech: 97.5%

Hazel: 93.33%

Willow: 90.74 %

Oak: 90.88%

Well done **Maple Class** for being this week's winners!

House Points so far...

Brett: 1230

Deben: 1175

Orwell: 1220

Gipping: 1151

Lark: 1294

Stour: 1211

Cherry Tree Class

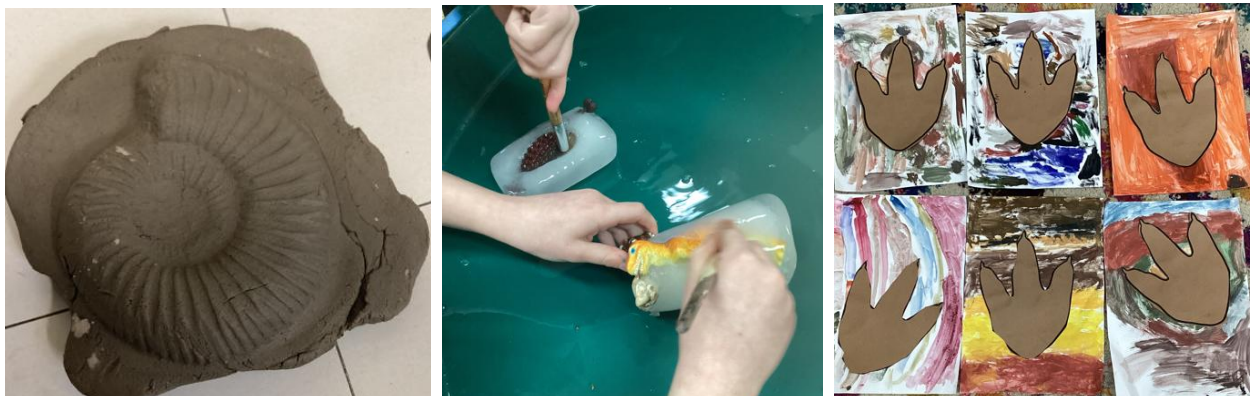
Year 1 have had a fantastic start to 2026 and have already achieved so much!

In History this term, the children have been learning about significant individuals from the past who have contributed to national and international achievements. We have begun by studying the life of Mary Anning, and the whole class has been fascinated by her discoveries. The children have enjoyed learning some new dinosaur names and finding out more about fossils.

We were very fortunate to have a box of fossils on loan from Ipswich Museum, which really helped to bring our learning to life. The class had the opportunity to see a Megalodon's tooth, a Plesiosaur paddle and even a whale ear bone!

Following on from this, the children took part in a range of exciting activities, including making their own fossils, sketching fossils and having a go at excavating fossils themselves.

In English, the children have been writing postcards from the Equator, the North Pole and Stowmarket. It has been wonderful to see them continuing to consolidate their use of capital letters (especially the personal pronoun I), finger spaces and full stops.



Suffolk PINS Project

Partnership for Inclusion of Neurodiversity in Schools

Session 4

Neurodevelopmental Diversity Managing Caregiver Stress

Research suggests that stress is common for those caring for and supporting neurodivergent children and young people. This workshop for parents, carers and school staff will explore pressures and stresses that they may have encountered when supporting neurodivergent children and will consider strategies to support with managing caregiver stress.

These sessions may contain some recorded content which has been developed by the Psychology in Schools Team, Norfolk and Suffolk NHS Foundation Trust, and will be facilitated by the Suffolk Neurodiversity Inclusion Facilitators, part of Early Intervention Child and Adolescent Mental Health Services.

When & Where?

Thursday 12th March- 3.30-5.00pm

How do I book my place?

Please email the school office if you will be attending and if you require a free childcare place in 'The Den'.
admin@freemacpschool.co.uk

PINS Workshop

We would like to extend our thanks to all the parents and carers who attended our third PINS workshop this week. It was wonderful to see so many of you there. The session provided a valuable opportunity for parents and staff to come together, share perspectives, and gain a deeper understanding of both the challenges and the positives experienced on each side.

We would like to invite you to join us for our fourth and final PINS workshop on **Thursday 12th March 3.30pm-5pm**. You do not need to have attended the other workshops to take part, as each session is designed to stand alone. To support parents, we are pleased to offer a free childcare place in *The Den* for the duration of the workshop.

Please get in touch with the office to book your space!

Information for Parents: Understanding the EHCP Process

Some parents have recently asked about the EHCP (Education, Health and Care Plan) process, especially for children currently receiving SEN Support.

Before an EHCP can be considered, schools must provide evidence of the Graduated Approach — a cycle of:

- Assess – identifying your child's needs
- Plan – agreeing what support will be put in place
- Do – delivering the support
- Review – checking progress and adapting strategies
- Involving specialists when appropriate

This helps the local authority understand what has already been tried and why further support may be necessary.

An EHCP is usually considered when a child:

- Is not making expected progress despite SEN Support
- Has complex or increasing needs
- Requires support beyond what school can provide from its own resources
- It's important to note:
- An EHCP does NOT automatically bring extra funding
- An EHCP does NOT guarantee 1:1 support — this is only included if assessments show it is necessary

For more detailed information, please visit the Suffolk SENDIASS website:

<https://suffolksendiass.co.uk/education-health-care-needs-assessments-and-plans/>

If you have further questions, please speak to your child's class teacher or the SENCo.

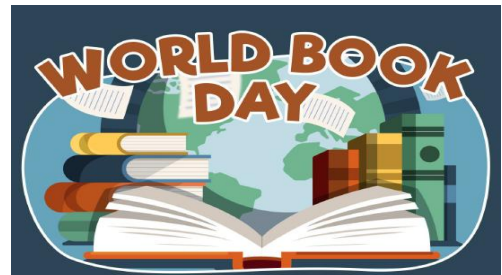
House Point Winners

The house that earned the most points this term is LARK HOUSE! Congratulations, Lark—it's clear that you have been following the Freeman Golden Rules brilliantly. Well, done!

As a reward, Lark House will enjoy a non-uniform day on Wednesday 25th February, along with their extra playtime on the same day.



Menu Update



THURSDAY 5TH MARCH 2026

Hagrid's Chicken in a Bun served with Potatoes Wands & Magic Beans

Matilda's Magic Macaroni Cheese served with Miss Honey's Garden Veggies

Paddington's Picnic Sandwich

Followed by dessert

Charlie & the Chocolate Cake

Or Fresh Fruit pot

LUNCHTIME CO

My Clothing Valentines Weekend Discount

Offer: Save 20% on all orders*

Date: 13 Feb - 15 Feb

Code: LOVE20

myclothing.com/discount/LOVE20

(*Offer excludes bundles, events hoodies, and clearance items)

Don't forget about Wraparound Care: The Den!



Freeman Community Primary School's Wrap Around Care is now open!

"The Den" is now available every school day.


Session times: 3:15pm-4:15pm and 4:15pm-5:15pm

Cost: £5 per session

Tax Free Childcare Accounts can be used. Parents pay £4 a session, the Government tops up the rest!

Please ask the office for more information

Friends of Freeman Event



Stay tuned for our

World Book Day Fundraiser!

NumBots

Year 1 had an exciting moment in Computing this week - they got to try out the new iPads!

The children absolutely loved exploring the maths app *Numbots*. This free app is a brilliant way to support their maths skills at home, too.

All children have their login details in their planners if they would like to continue using Numbots at home.



Save the Date- You're Invited!

Tea, Coffee & Chat with PINS - Partnership for Inclusion of Neurodiversity in Schools

📅 Date: Thursday 19th March

🕒 Time: 9.45-11.45 am

📍 Venue: Freeman Primary School

Come along for an informal get-together with other parents and carers. This is a safe space to:

- 🗣️ Share experiences
- 👂 Hear about PINS and what it means for our school
- 🤝 Connect with staff and families

What is PINS?

PINS is all about inclusion. It brings together health, education, and parent carer teams to build knowledge and understanding across the whole school - staff, parents, and carers - so every child can thrive.

Everyone is welcome - whether your child is neurodivergent, or you think they might be, or you'd just like to learn more.

We look forward to seeing you! ❤️

SCHOOL GOVERNOR VACANCY

Join Our Governing Body – Make a Difference at Freeman Community Primary School and for the future of Stowupland!

Are you passionate about education and eager to make a positive impact in your community?

Freeman Community Primary School is looking for volunteers to join our governing body as Governors. As a Governor, you'll play a vital role in setting the school's strategic direction, supporting and challenging our leadership team, and ensuring the best outcomes for our pupils.

This is a voluntary role, open to all individuals from all walks of life.

What We Offer:

- A chance to develop new skills and gain valuable experience in governance and education
- Ongoing training and support to help you fulfil your role
- The opportunity to work with a committed and friendly team
- The satisfaction of making a difference to children's lives and your local community

What We're Looking For:

- Individuals who are committed, curious, and willing to learn
- Good communicators who are able to work as part of a team
- People who will bring enthusiasm, integrity, and a willingness to support our vision

No previous experience in education or governance is required – just a commitment to helping our school succeed!

Location: Freeman Community Primary School

Commitments: What we need from you is:

- 6x evening meetings per year – one each half term
- 3x committee meetings per year – one each term
- Occasional visits to the school to find out more about the learning

Safeguarding: Freeman Community Primary School is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory safeguarding checks including a Disclosure and Barring check.

How to Apply: If you are interested in this exciting opportunity to support your local school and shape the future of our pupils, please contact our Office Manager, Jenny Fairburn for more information or to request an application pack.

**Freeman Community Primary School, Church Road, Stowupland, Stowmarket IP14 4BQ.
T: 01449 612067 E: admin@freemancpschool.co.uk**

From tiny acorns do mighty oaks grow

10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments where children feel accepted, safe, and valued.

1 USE EVERYDAY MOMENTS

Belonging is built in the small moments. Use daily routines such as meals, school drop-offs, or quiet times, to check in, offer praise, or listen. These interactions don't need to be lengthy to be meaningful. Consistent gestures of connection and warmth show children they are important, making them feel seen, appreciated, and truly part of the home or classroom community.

2 INVOLVE THEM IN RULE-MAKING

Inviting children to help create rules or routines gives them a sense of shared ownership and responsibility. When their voices are heard, they feel respected and included in the decision-making process. This empowers children, fosters cooperation, and reduces resistance. Whether at home or school, co-created expectations are more likely to be followed because they come from a place of mutual respect.

3 VALIDATE ALL EMOTIONS

Acknowledging a child's emotions, whether positive or challenging, helps them feel accepted as they are. Validating statements like "I can see that made you upset," or "that sounds really exciting," support emotional expression and connection. Children who feel emotionally safe are more likely to seek help, participate openly, and trust the adults around them – all of which contribute to a sense of belonging.

4 HIGHLIGHT HIDDEN STRENGTHS

Go beyond academic success or good behaviour and take time to recognise a child's less visible qualities, such as thoughtfulness, resilience, or humour. Noticing these strengths sends a powerful message that they are valued for who they are, not just for what they do. This boosts self-esteem and helps children feel accepted in a world that often focuses on external achievements.

5 SHOW CURIOSITY ABOUT CULTURE

Ask respectful, open questions about a child's cultural background, family customs, or celebrations. These conversations create opportunities for children to share what matters to them and to feel proud of their identity. Whether at home or in school, valuing cultural experiences helps all children feel that their heritage is respected, and that they belong in a diverse, inclusive environment where every voice counts.

6 BELONGING BUDDIES

Pairing children with a peer they might not typically choose can foster new connections and break down social barriers. Assigning short projects, games, or shared responsibilities gives them a reason to interact. Buddy systems help quieter or less confident children feel included and supported. Over time, these intentional connections can develop into meaningful friendships, strengthening the wider sense of community and inclusion.

7 AVOID LABELS AND COMPARISONS

Avoid labelling children by behaviour or comparing them to others, as this can damage self-esteem and foster exclusion. Statements like "Why can't you be more like..." may unintentionally make a child feel less worthy. Instead, focus on individual progress and strengths. Encouraging children to celebrate their own achievements, however small, helps them develop confidence and feel valued for being themselves.

8 MAKE TIME FOR ONE-TO-ONES

Spending regular one-to-one time with a child shows that they matter on an individual level. These moments can be as simple as reading a book together or chatting during a walk. Focused attention, free from distraction, builds trust and emotional connection. It lets the child know they are important and cared for, which is crucial for developing a strong sense of belonging.

9 REFLECT THEIR INTERESTS

Whether at home or in school, including children's interests in daily life reinforces their importance. Display their artwork, talk about their favourite books, or include their hobbies in family activities or lesson plans. Seeing their identity reflected in their environment tells children they belong. It shows that their passions, preferences, and contributions are valued and that they have a place in the group.

10 EMPHASISE 'WE' OVER 'THEY'

Use inclusive language that reinforces unity and shared identity. Phrases like "Let's figure it out together," or "We all help each other here," promote collective responsibility and connection. Avoiding divisive terms like "those children," or "that class" helps children feel part of a supportive group. Language shapes experience, and inclusive language fosters environments where every child feels safe, welcomed, and included.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on our website

#WakeUp
Wednesday

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