



EVERY CHILD CAN ACHIEVE

Luddenham News

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And that's another wrap!

Despite January feeling like the longest month of the year, February is whizzing by. Can you believe that's half the year done? It's been a wonderful term, with lots of children visiting me with their amazing learning, trips, Ranger's Day and the occasional day of sunshine! Yes, it did eventually make an appearance. I have also enjoyed hearing about the children's glimmers each day.

Please use the half term break to check or reaffirm the following:

- Uniform – Does your child have the right uniform. Is ALL of it named, including coats, wellies?
- Has hair length reached the shoulders? If so, it will now need to be tied back please
- Earrings, they must be small studs only please. No other jewellery please.
- Toys – they are not to come to school.
- Have you booked after school club/breakfast club for the first day back?
- Organise a car queue routine that makes it quick and safe. Avoid going around cars and use the layby to do up belts rather than stalling car queue where possible please.

Thank you for your continued support with these expectations.

Car Seat Laws in UK

We've noticed lots of you are fabulous with car seats and have great car queue routines, but here is a reminder regarding child car seat laws in the UK from [Child car seats: the law: Using a child car seat or booster seat - GOV.UK](#)

- Children must [normally use a child car seat](#) until they're 12 years old or 135 centimetres tall, whichever comes first.
- Children over 12 or more than 135cm tall [must wear a seat belt](#).
- You can choose a child car seat based on your child's height or weight.

UK Child Car Seat Law - Height				
Baby	Baby + toddler	Toddler + child	Child	
Newborn to 85cm (From 0 to 15-18 months old)	Newborn to 105cm (0 to 4 years old)	61cm to 105cm (15 months to 4 years old)	100cm to 135cm (4 to 12 years old)	

Routines – Why they matter for everyone

We've been having lots of conversations with children and parents about routines and I thought it might help if I explain a little more for everyone one why they matter.

Routines and consistency matter for *all* children because they support how developing brains learn to feel safe, make sense of the world, and build independence. Neurodiversity can change *how* routines are best structured, but not *whether* they're helpful.

Here's why they're universally important



They create a sense of safety and predictability

Children don't control much in their lives. When daily events follow a predictable pattern, their nervous systems can relax. Knowing what's coming next reduces uncertainty, which lowers stress and frees up mental energy for learning and play.



They support brain development and self-regulation

Consistent routines help children internalise rhythms—when to eat, sleep, focus, and rest. Over time, this builds executive functioning skills like attention, emotional regulation, and impulse control. Repetition strengthens neural pathways, making these skills more automatic.



They reduce cognitive load

When a child doesn't have to constantly figure out "what happens now?", their brain can focus on higher-level tasks like problem-solving, creativity, and social interaction. This is true whether a child is neurotypical or neurodivergent.



They promote independence and confidence

Predictable routines allow children to anticipate steps and eventually take ownership of them ("First we clean up, then we read"). Mastery of routines helps children feel capable and competent—key ingredients for healthy self-esteem.



They support emotional regulation

Big emotions are harder to manage in chaotic or unpredictable environments. Consistency provides a stable framework that helps children process feelings and recover from stress more quickly.



They strengthen relationships and trust

When adults are consistent, children learn that the world is reliable and that caregivers can be trusted. This secure attachment foundation supports social development and resilience across childhood.



They model how the world works

Routines teach cause-and-effect and time concepts ("After bath comes bed"). These patterns help children understand structure in school, relationships, and later adult life.



Neurodiversity doesn't change the need—just the approach

Neurodivergent children may rely more heavily on routines or need them adapted (visual schedules, flexibility within structure, longer transition times), but the underlying benefit—predictability supporting regulation and learning—is the same.

Routines aren't about control or rigidity. They're about giving children a stable base so their brains can grow, explore, and adapt with confidence

We use routines every day here at Luddenham. From the moment we start the day with Car Queue to aspects of lessons, break times and assemblies. Our school expectations support these and help our children to know what is expected so when they are learning something new, they have less to think about.

If you'd like to listen or watch more about why routines matter here are some links:

The importance of routines for kids <https://youtu.be/c73zQjqvqPU>

For further articles and videos click here: [Pathways.org | Parents' Guide to Routines for Kids](https://www.pathways.org/parents-guide-to-routines-for-kids)

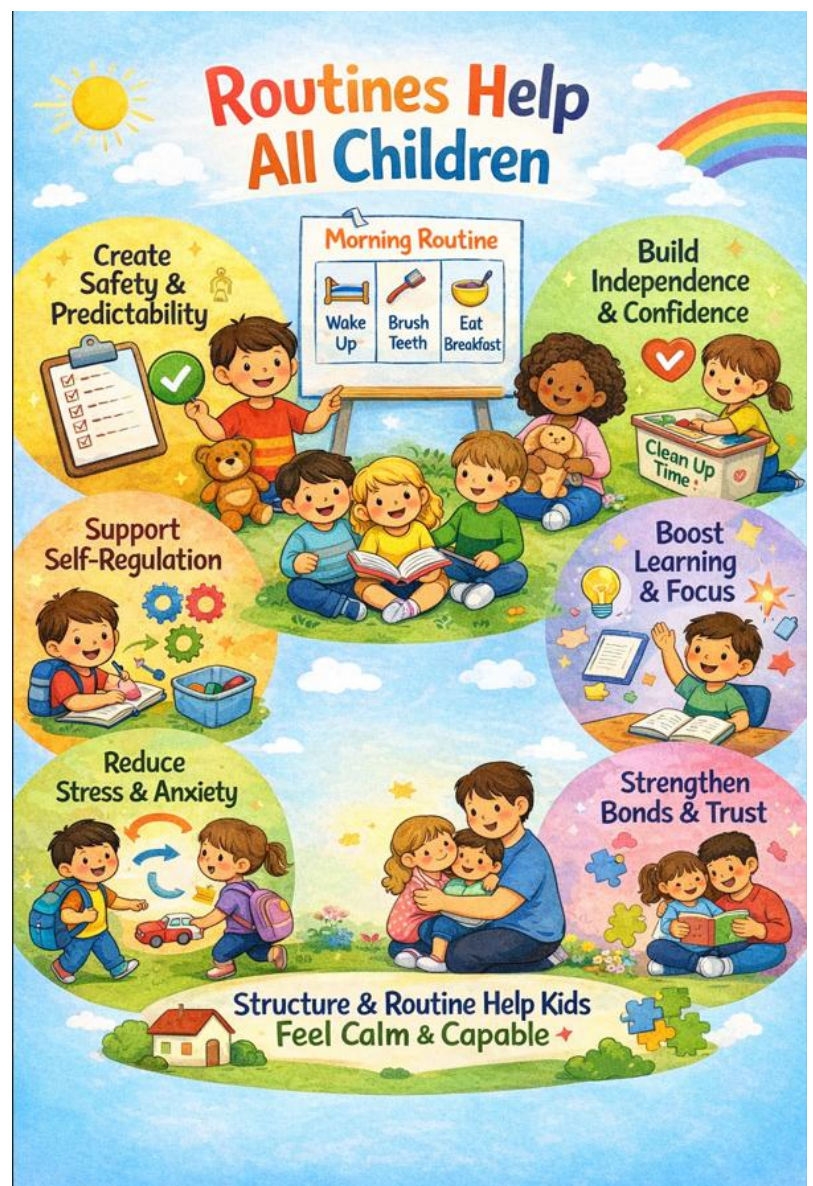
Predictable routines for children with autism <https://youtu.be/a5yLB03hSN8>

Supporting autistic children and young people to manage change and unpredictability <https://youtu.be/zEF0xaba6ro?si=n5Oa8cxEabln1Q0g>

We know every child is different. It's about finding out what works and sticking to it!

Remember:

- Be Patient
- Be Consistent
- Make time for self-care activities
- Have age-appropriate expectations
- Make small changes if it's not working (but don't change too quickly!)



Safer Internet Day

The theme of this year's Safer Internet Day is, 'Smart Tech, Safe Choices- exploring the safe and responsible use of AI'

On Wednesday, the children had an assembly on the use of AI (Artificial Intelligence). It looked at educating children to be aware of where AI is being used. Many children think it's only robots, but it's use in all sorts of everyday apps and tools.

It looked at whether they could spot if some text or images created by AI and then explored how to stay safe. It reminded children that:

- AI can make mistakes (this includes tools such as ChatGPT)
- To always remember to check with a trusted adult if something looks strange or confusing.
- To think carefully about what you see and ask questions.

Please see the flyer on the next page for more information on what parents need to know about Generative AI Safety produced by the National College.

Today, our PCSO visited our children to do a whole school assembly around online safety. A fantastic opportunity for them to ask any questions.

Safer
Internet
Day 2026 | Tuesday
10 February

Coordinated by the UK Safer Internet Centre

saferinternetday.org.uk

Wet Weather Gear

We've noticed many of our older children keen to borrow wellies or wet weather gear, but once the spares have gone, they are looking at ones belonging to others.

We have reminded them that once the spares have gone then they unfortunately are unable to play on the field.



With this in mind, can I ask that if you have any spares at home would you be happy to donate them to us? Or, if your child does not have any and would like them, would it be possible to source some during the half term break as I have no doubt this wet weather is here to stay for much longer.

10 Top Tips for Parents and Educators SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

Meet Our Expert

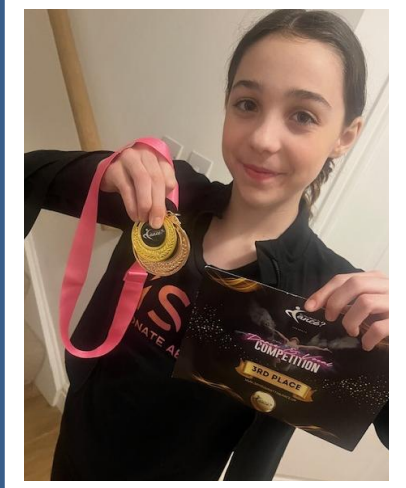
Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture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

#WakeUpWednesday

The National College

Superstar Corner

Let us celebrate together your achievements outside of school this past week. Don't forget to send in your photos.



Congratulations on receiving a solo bronze award in dance.

Well done!



Well done on your first group dance competition and for receiving bronze award.

Well done!



Well done, what a great job you have achieved in raising money for charity by selling Ramadan advent calendars.

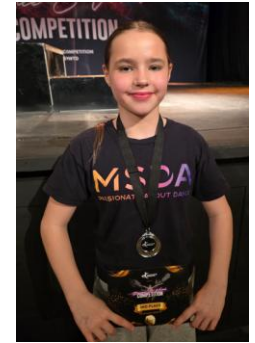
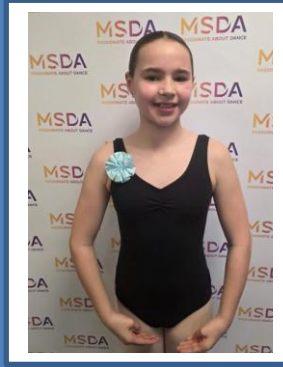
You managed to raise over £560!

This is incredible and will help make so many children smile.



Congratulations on receiving your
Level 1 swimming Badge.

Well done!



Congratulations, you won 2nd place in both jazz solo and song & dance solo. What fantastic work, you competed against many dancers in the judge's challenge doing 'Commercial' dance and the Judges selected you for a place in the final. Your 3 groups placed 3rd, 4th, 4th. It was a fantastic weekend.

Got a query or concern?



Just a little reminder, if you have any concerns or queries about anything at Luddenham, we would prefer that you contact the school with any questions.

The class teachers are always available on their class emails.

Mrs Mealin classr@luddenham.kent.sch.uk

Mr Watts class1@luddenham.kent.sch.uk

Mr Boorman class2@luddenham.kent.sch.uk

Miss West class3@luddenham.kent.sch.uk

Miss Case class4@luddenham.kent.sch.uk

Mr Hadlow/Mr Wickham class5@luddenham.kent.sch.uk

Mr McLanaghan class6@luddenham.kent.sch.uk

You can also contact Mrs Vincett on
headteacher@luddenham.kent.sch.uk

For SEND please contact Mrs Johnson on senco@luddenham.kent.sch.uk

Mrs Kent our FLO on FLO@luddenham.kent.sch.uk

Or, pick up the phone and give us a call 01795 532061 or let us know in car queue.



🌟 Upcoming LSFA Events 🌟

📦 **Non-Uniform Day** - We'll be holding a non-uniform day in exchange for **Easter rainbow raffle donations** or **£1 via Gateway**.

👊 **Break the Rules Day – 16th March**

Children can choose which “rules” they’d like to break for 50p per rule, or £3 to break them all. Rules that can be broken are:

- Wearing nail polish
- Crazy or coloured hair (wash-out only!)
- Bright socks or football socks
- Temporary or glitter tattoos
- Eating pudding before their main at lunchtime
- Bringing a small nut-free treat for break

🐣 **Easter Egg Hunt & Easter Raffle – 31st March** - Our annual Easter egg hunt! The LSFA team will be hiding eggs around the school. Each class will work in house teams to find their coloured eggs. Find them all to win a chocolatey treat! 🍫🌟

🏃 **The Colour Run – 22nd May** - One of our biggest and most colourful events of the year! The **Colour Run** is a sponsored event where children run, laugh and get covered in colour powder.

This is always the highlight of the school calendar, this event is open to parents so please make sure you put the date in your calendar! More details on sponsorship and timings will follow closer to the date.

🏊 **Pool Party – 18th July (6:30pm)** - To celebrate the end of term, we'll be hosting our annual **LSFA Pool Party!** We've hired out Faversham's outdoor pool and rapids for an exclusive evening of family fun in the water!

🎬🎉 **Movie Nights Success!** 🎉🎬

Our LSFA Movie Nights once again went down brilliantly and raised £430!

We really hope the children enjoyed themselves.

One of my favourite moments from the Key Stage 1 night was at the end of SpongeBob, when the theme tune came on and they all started singing along 🎵🎶 And at the Key Stage 2 night... the “lava chicken” scene got VERY loud and VERY excited! 🤩🔥

All money raised from Movie Nights goes directly towards class trips. Each year, the LSFA contributes £300 per class towards the class trips.

A big thank you to the volunteers and the staff that stayed behind to help out 😊 Also a thank you to Tesco Faversham for donating the cookies and the gluten free & vegan cookies to help us keep the cost down.



UPCOMING LSFA EVENTS



Monday 23rd February

Friday 27th February

Wednesday 4th March

Thursday 5th March

Friday 6th March

Monday 16th March

Friday 20th March

Monday 23rd March

Wednesday 25th March

Friday 27th March

Monday 30th March

Tuesday 31st March

Wednesday 1st April

Thursday 2nd April

START OF TERM

LSFA Non-Uniform Day

Parents Evening
Scholastic Book Fair

World Book Day
Parents Evening
Scholastic Book Fair

Y1 School Trip – The Gulbenkian Theatre

LSFA Break the Rules Day

World Down Syndrome Day – Awareness
(21/3/26) & Red Nose Day

Share the Learning Y3 2:45pm

iRock Concert 9:15am
Share the Learning Year 1 2:45pm

Rangers Day 4
Y6 Wembley Trip

Y4 Share the Learning 2:45pm

LSFA Egg Hunt

Y5 Share the Learning 2:45pm

Y3 & Y4 Easter Performance
END OF TERM



Wishing you all a
wonderful half term
break.

Look forward to seeing
you on **Monday 23rd
February**