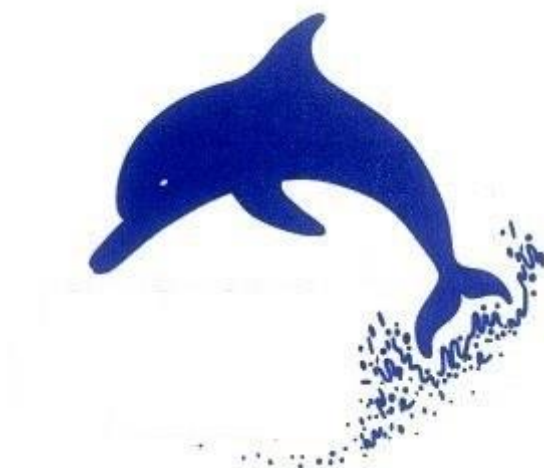




6/6/25

Headteacher Message





### **Welcome Back from the Half-Term Break**

Dear Parents and Carers,

Welcome back to the final half-term of the academic year! We hope you enjoyed a fulfilled break with your families.

### **Staff Autism Experience**

This week, our staff had the powerful opportunity to experience what it might feel like to be autistic, thanks to a visit from the *Autism Experience Bus*. It was an incredibly moving and thought-provoking session that has deepened our understanding and empathy, supporting our commitment to providing the best possible care for our pupils.

### **Silver Rights Respecting Schools Award**

We're delighted to announce that Stone Bay School has once again achieved the **Silver Award** as a *Rights Respecting School*. This reflects our strong values around respect, voice,



and inclusion. Huge thanks to **Nicky McDonald** for leading this initiative with such energy and passion.



### Site Improvements

Over the half-term, we've made a few improvements around school — including new **garden gates, fobs, fencing, and flowerbeds**. These updates help to create a safer, more welcoming environment for everyone.

### Parent Survey – We Need Your Views!

We've sent out a link to our **Parent Survey** and would really value your input. Your feedback helps us to improve and shape the future of Stone Bay School. If you haven't completed it yet, please take a few minutes to do so — thank you! [Parent Survey](#)

### Summer Fete – Reminder!

Our **Summer Fete** is fast approaching:  **Saturday 5th July** |  We'd love more **volunteers** to help on the day and are still welcoming **raffle and tombola donations** (bottles, biscuits, chocolates, gift sets, etc.) Please drop any donations at the school office or get in touch if you can lend a hand!

Thank you for your continued support — we're excited for all the opportunities this half-term will bring.

Warm regards,

Jane

### [School Events Calendar](#)



## Weekly Attendance



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*This weeks whole school attendance was 91.9% Well done everyone! ☆ ☆*

*The class with the highest attendance are Kestrel with 96.1% and Seagull with 98.8%*

*Thank you to all our parents and carers for helping us keep attendance up. We know 100% isn't always possible, but everyone's doing brilliantly 😊*

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On Monday and Tuesday staff engaged fully in training. Part of that training was Positive Behavior Support (PBS) using the PROACT-SCIP philosophy to foster a supportive environment for everyone. This is what we teach our staff at Stone Bay:


- Proactive Approach: Always anticipate and address challenges before they arise. Preventing difficulties is key to creating positive outcomes.
- Respect and Dignity: Treat all pupils with respect, recognising their unique needs and strengths. This enhances trust and promotes collaboration.
- Observation: Take the time to understand behaviour triggers and patterns, so we can respond effectively and meaningfully.

- Collaboration: Work together with colleagues and individuals to create strategies that promote positive behaviour and reduce the need for reactive interventions.
- Skill Building: Focus on developing and reinforcing functional skills that help individuals manage their own behaviour and thrive in their environment.

By following these principles, we support each individual in achieving their goals and creating a positive, inclusive space for growth and success.

### Signs of the week



 <p>football</p>	 <p>Index finger makes forward movement, as if kicking</p> <p>football</p>
 <p>kick</p>	 <p>kick</p>
 <p>ball</p>	 <p>ball</p>

## Spotlight on Woodpeckers



This term we are learning to make choices that help us regulate and what things help us to stay calm. By doing this, we are exploring our own interests through new sensory activities and toys such as a soft 'canoe' in our conservatory area as well as chewies. Our focus is on positive interactions with our peers and adults through shared play, taking turns, soft play and intensive interaction. We have also started looking at understanding the value of the numbers 1 to 5 and following timers. Woodpeckers have already done such an amazing job following task schedules to understand how much work they have to do before the end of the adult-led learning.

We are reading the book 'The Frog Olympics' by Brian Moses which has been adapted into a sensory version, but we have also all taken a love for toy magazines and dinosaur books in our independent reading time in the mornings.

We are developing our rights by learning to express our thoughts and opinions safely and by joining school clubs to practise our Article 15 right :Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. We have also covered Article 29 : Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

We are being healthy by learning what different foods we can grow, such as vegetables and fruits, as well as exploring healthy foods at snack time - a few of us love peppers!

The best thing about being in our class is that we trust one another to help us and we have lots of opportunities to explore playing games such as tickle chase and having fun with sensory trays or with our class toys. We enjoy seeing one another every day and having calming music time as well as trips out to parks. We really enjoy looking at photos from previous days of activities we have enjoyed doing.

Next term we are learning 'All About Me' and will have lots of opportunities to continue to explore the Zones of Regulation as well as our main body parts and the senses to strengthen our understanding of what makes me who I am.

















































We are a [UNICEF](#) rights respecting school





*1 - On Thursday morning we received our Silver award as a Rights Respecting School.*

*This is such a great achievement. Only 7 other schools in Kent have this. It just proves how hard we all work to get it right for every pupil.*

*We will continue the journey now , working towards Gold. Keep an eye out for our lovely banner.*



## Star of the week



STONE BAY STAR			
CONGRATULATIONS TO			
08/06/2025	Parakeet	Thor	for having a great first week back and seeking out adults to help with his self-regulation.
	Kingfisher	Honour and Joseph	For fantastic engagement in Messy Play Club this week.
	Heron	Lucas E	For great engagement in activities
	Woodpecker	Thanujan	a calm and happy start to term with positive interactions with staff.
	Chaffinch	Brody/Barney	for coping well with things changing/ for finding things and helping his class mates to be happy
	Crow	Alex	For using strategies well to manage his emotions.
	Kestrel	Leo	For excellent co-regulation and keeping himself calm in tricky situations.
	Starling	Dougie	For working hard in Maths!
	Falcon	Kyan	Fantastic listening skills and great use of imagination in role play session.
	Owl	Grace	For being so helpful in class this week.
	Red Kite	Will	For settling back into school after the half term really well.
	Seagull	Rhiannon	For settling back into school so well.
	Robin	Jay	For showing an exemplary attitude
	Magpie	Lawrence	For an excellent start to the term and engaging well in learning activities
	Wagtail	The whole class	For settling back in after half term.
	Yorkgate	Macie	For being very helpful with flat jobs.
	Kingsgate	The whole flat	For good transitions back after the holiday.



## *Pupil Premium Plus (PP+) also known as PEP funding*



### **What is Pupil Premium Plus (PP+) funding for schools?**

Pupil Premium Plus (PP+) is extra funding given by the government to improve education for children who are:

- Looked After by a local authority (in care)
- Previously looked after (e.g. adopted from care, or under a Special Guardianship or Child Arrangements Order)

In 2024–2025, the PP+ funding is **£2,570 per eligible child** from Reception to Year 11 (4-16 Year olds).

### **Why PP+ Matters in a Special School**

Children with autism often need structured, tailored support.

Looked after children may also face additional challenges due to trauma or attachment issues.

PP+ funding helps schools like Stone Bay to meet these complex, combined needs more effectively.

### ***How Is the Funding Accessed by the school?***

PP+ is **not given automatically** to the school.

The school must apply **each term** through the child's Personal Education Plan (PEP) meeting, which is reviewed by the Virtual School.

- PEPs are usually held 3 times per year
- Schools must show how the funding will directly benefit the child
- Once the plan is approved, the PP+ is released

### **How Can PP+ Be Used?**

Here are examples of how PP+ might support a child with autism:

#### **Communication and Sensory Support**

- Speech and Language Therapy (SALT)
- PECS, visual aids or voice output devices
- Sensory tools or calming equipment
- Interventions Lego Therapy
- Play Therapy
- Music Therapy

#### **Learning Support**

- One-to-one academic support
- Structured learning materials
- Reinforcement of EHCP goals
- Educational Psychologist Observations
- Team around a child interventions
- TEACCH approach

#### **Social, Emotional and Behavioural Support**

- Therapy for emotional wellbeing or trauma- ELSA, Play therapy, drawing talking therapy
- Trusted adult/keyworker time
- Support with transitions and routines

### **Enrichment and Life Skills**

- Supported outings and experiences
- Outdoor learning or animal-based therapy
- Life skills development (e.g., shopping, cooking)

### ***What's Your Role as a Parent or Carer?***

You are a key part of the team.

- Attend termly PEP meetings
- Share what works well for your child
- Ask how PP+ is being used and what progress it supports
- Help shape the plans with school staff and professionals

Even though the funding isn't given directly to you, your input ensures it's used meaningfully.

### ***Summary***

- PP+ is **£2,570 per year (although schools must work hard to get this!)**
- Schools must apply for it **each term through the PEP process and often do not get the full amount in Kent!**
- It helps provide **specialist support** for looked after children with autism
- Your involvement is essential in making sure it's used effectively



## Medication



We would like to remind you that, for the safety and well-being of all our students, it's important that any medication your child needs throughout the school day is packed separately. This helps ensure that it is clearly visible and easily accessible to our staff upon your child's arrival at school.

To assist with this, we will soon be providing meds bags for you to pack your child's medication in, however until these bags are purchased please ensure any medication is sent in a separate, clearly labelled bag. On arrival at school the parent or personal assistant must hand the medication directly to the staff member responsible so they are aware the medication is on site and they can then sign the medication in. Thank you for your cooperation in helping us maintain a safe and organised environment for your child.

When you send your child in with any medication you must fill out a medication consent form before we can administer it. Forms can be found on the website [here](#) or you can ask for a paper copy to be sent home if you know beforehand that you will be sending meds in, the form can be completed digitally or by hand. This applies to prescribed and non prescribed medication.

## Stone Bay families





# GROUP TIMETABLE

Email Jo@ndharbour.org.uk

Date	Time	Venue	Group	Topic
Tues 3 <sup>rd</sup> June	10-11:30am	Canterbury Umbrella	Parent Support Group	Managing meltdowns
Tues 3 <sup>rd</sup> June	12:30-2pm	Canterbury Umbrella	ADHD Peer Support (18+)	Executive functions
Thurs 5 <sup>th</sup> June	8:30- 9:30pm	MS Teams	Parent Support Group	School anxiety
Tues 10 <sup>th</sup> June	10am- 12pm	Sturry Social Centre	ND Play n Connect	Potion making
Tues 10 <sup>th</sup> June	1-2:30pm	Canterbury Umbrella	Autism Peer Support (18+)	Executive functions
Tues 17 <sup>th</sup> June	10:30am- 12:30pm	Canterbury Umbrella	Harbour Hangout	Zine making
Tues 17 <sup>th</sup> June	4-5:30pm	Sunshine Children's Centre	After school soft play	n/a
Thurs 19 <sup>th</sup> June	7-8pm	MS Teams	Free Info Session	ARFID

Email Jo@ndharbour.org.uk



# What Parents & Educators Need to Know about EMOJIS

## WHAT ARE THE RISKS?

### GENERATIONAL MISCOMMUNICATION

An emoji like 👍 (thumbs up emoji) might seem friendly to adults, but teens often interpret it as sarcastic or passive-aggressive. These differing interpretations can create confusion or unintended tension in cross-generational conversations.

### SHIELDING BULLYING OR PEER PRESSURE

When embedded in emojis, mean-spirited jokes or exclusionary language can fly under the radar. Terms like 'mid' or 'delulu' may seem harmless, but they can be used to undermine peers in subtle ways.

### RAPIDLY SHIFTING MEANINGS

Emoji meanings can change overnight. A person standing emoji (🧑) once signified awkwardness but might now be repurposed for something entirely different. This ever-changing lexicon can leave adults in the dark and young people vulnerable to misunderstanding or misuse.

Emojis are more than playful expressions — they form a fast-evolving digital language that many adults struggle to decode. For young people, this 'secret code' is central to how they communicate identity, humour and emotions. With over 5 billion emojis sent daily on Facebook Messenger alone, understanding these symbols is key to engaging meaningfully with digital youth.

### MASKING DISTRESS OR HARM

Some emojis are used to discreetly signal troubling behaviours. For instance, 🍂 (falling leaves emoji) or 💊 (pill emoji) might suggest drug use, while 🌵 (wilted flower emoji) could hint at emotional struggles. Such usage can obscure serious issues, making them harder for trusted adults to detect.

### NORMALISING RISKY BEHAVIOURS

Emojis can make harmful actions seem light-hearted or fashionable. Strings like 🔥🍷 (fire + 'woozy' face + pill emojis) may appear humorous but can reference partying, intoxication or dangerous challenges, which might otherwise raise red flags.

## Advice for Parents & Educators

### LEARN THE LINGO

Stay updated with emoji trends and definitions using resources like [emojipedia.org](https://emojipedia.org) or Urban Dictionary. Knowing current meanings builds confidence when engaging with young people and helps spot potential concerns early.

### CREATE SAFE SPACES FOR DISCUSSION

Encourage casual chats about emojis, online slang, memes, or social media trends. Showing interest without judgement reassures young people that they can talk about their digital world openly and safely.

### ASK, DON'T ASSUME

Approach unfamiliar emojis with curiosity rather than suspicion. A light-hearted "What does 🧃 (juice box emoji) mean these days?" can open conversation and show that you respect their knowledge.

### PRIORITISE TRUST OVER SURVEILLANCE

While parental controls and monitoring tools can be useful, emotional safety matters most. Be someone children and young people feel they can come to — not just someone who's watching them.

## EMOJI CHEAT SHEET - The following slang terms and emojis are some common examples - please be aware this isn't an exhaustive list.

### COMMON EMOJIS:

🤡 (Clown face) Foolishness or clowning around	🙄 (Pleading face) Over-affectionate or 'simping'
😎 (Cool face) Cool, stylish or ruthless	👁️ (Eyes) Watching drama unfold
😍 (Hot face) Intense attraction or excitement	🐐 (Goat) Greatest of all time (G.O.A.T.)
😐 (Meh) Stone-faced, unbothered	💅 (Nails) Confidence, sassiness, or indifference
👑 (Crown) 'Slaying', as in doing great	🚩 (Triangular flag) Red flag: a warning sign about someone's behaviour

### POTENTIALLY CONCERNING EMOJIS

🍌 (Ear of corn) Slang for pornography (avoids censorship algorithms)	🌵 (Wilted flower) Often used to convey emotional struggle or sadness
❄️👤☁️ (Snowflake, snowman, snow cloud) Can symbolise cocaine	🐍 (Snake) Can represent betrayal or being 'two-faced'
🗝️🧐 (Key, lying face) Related to cocaine use	💧🔫 (Water pistol) Sometimes used to reference violence or self-harm
🍃🌿 (Falling leaves, herb, maple leaf) Can symbolise cannabis	⚠️ (Warning) Used to emphasise drama, threats or emotional turmoil
💊 (Pill) May reference drug use or prescription misuse	🍲 (Steaming bowl) Refers to nudes ('noods' is an abbreviation of noodles)

### Meet Our Expert

Keith Broni is a globally prominent emoji expert and the Editor in Chief of [emojipedia.org](https://emojipedia.org), the world's number one emoji resource. He has an MSc in Business Psychology from University College London and an MBA from Quantic School of Business and Technology.



The National College

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## Pharmacy First

Most pharmacies in England are now providing the Pharmacy First service.

This free NHS service allows you to get quick access to healthcare advice for the following seven conditions:

- Earache (aged 1 to 17 years)
- Impetigo (aged 1 year and over)
- Infected insect bites (aged 1 year and over)
- Shingles (aged 18 years and over)
- Sinusitis (aged 12 years and over)
- Sore throats (aged 5 years and over)
- Urinary tract infections (UTIs) in women (aged 16 to 64 years)

If you have symptoms that suggest you may have one of these conditions, you can walk into a pharmacy and be offered a consultation with a pharmacist in a private consultation room.

The pharmacist will provide advice and, if clinically necessary, a prescription medicine to treat the condition (NHS prescription charges apply if you normally pay for medicines supplied on prescription).

**Think Pharmacy First!**

## Our Residential Provision



### **This weeks Residential Standard is Standard 9 - Residential accommodation**

Good quality sleeping accommodation is provided for children. It is well organised and responsive to children's needs and is managed with ongoing assessments of risk (which should be documented) and the findings acted upon to reduce risk for all children.

Accommodation gives children appropriate privacy, taking into account sex, age and any individual needs. Where children share a bedroom, they are able to express a preference about who they share with. To minimise disruption the school should aim to avoid mixing accommodation arrangements for children on longer placements and those on short breaks

We are meeting this standard by making sure every residential pupil feels comfortable and truly at home in our residential flats. We encourage our pupils to personalise their own rooms by choosing paint colours and bedding and including cherished items from home. We support them in creating a space that reflects their personality. Of course, their safety is always our priority, so we carry out thorough risk assessments to ensure all rooms are safe and supportive environments for our pupils to thrive in.

Please see the link to our website where you can see our [STATEMENT OF PURPOSE](#). It has lots of photos and information.

This week the flats have been engaging in activities that aid reconnecting with peers and staff, we focused on more activity based independent living as a gradual transition back into routine.

On Wednesday, both Yorkgate and Kingsgate enjoyed spending time together in the garden, using their fine and gross motor skills throughout the adventure playground and some kicking and bouncing footballs. Some students opted for a more sensory based experience in the garden by spending time in the sandpit, sifting sand with mega blocks.

On Thursday, due to the bad weather, some students spent time before dinner in the soft play rooms, making full use of the indoor equipment. Crawling, climbing, jumping and enjoying the various textures, colours and sounds for the ultimate sensory experience.

Thursday evening both flats enjoyed making rice crispy/cornflake cakes. All the students did a fantastic job following instructions. We allowed for creativity by letting the students have complete control over their choices, from choosing the colour of their cake case, whether they wanted milk or white chocolate and what cereal they wanted. All the students decorated their cakes independently. To encourage confidence and independence the students are looking forward to bringing their cakes home to share with their families.

Next week, we are planning to make some lovely handmade cards with some of the students for fathers day. We will have coach Hannah back for our first inclusive sport session as well as hopefully taking a trip to the park (weather permitting).

Have a lovely weekend













My name is Ange and I have been working at Stone Bay for a year this month.

I work as a teaching assistant in Robin Class.

The thing I love the most about working here is being part of a team of people that all have the pupils best interests at heart. Who go above and beyond to help every child flourish and feel valued. This first year has flown by, and it's a privilege to work with so many great people through out the whole school and obviously above all, all the lovely children here at Stone Bay.

## Our Vision, Mission & Values



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*Our school vision is to provide an **outstanding, nurturing, learning environment**, where all our pupils can achieve their full potential and progress to lead happy and fulfilling lives.*

*Our mission is to provide each and every pupil with the best possible education, delivered in an environment that is supportive, caring and safe. **“Getting it right for every pupil”***

*At Stone Bay we focus on **Evolving Excellence** in all that we do, working towards making our school the best it can be for pupils, staff and families. We are creating lasting **Trust** with all our stakeholders, **Empowering** each other to learn and grow. By adhering to policies and clear processes we ensure **Fairness** and transparency in our decision making and actions, whilst ensuring we are **Collaborating** with others and always looking for ways to help each other to deliver excellence for our pupils.*

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[Click here for our term dates](#)

Joyful June 2025

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Decide to look for what's good every day this month	2 Say positive things in your conversations with others	3 Re-frame a worry and try to find a helpful way to think about it	4 Take a photo of something that brings you joy and share it	5 Think of 3 things you're grateful for and write them down	6 Get out into green space and feel the joy that nature brings	7 Do something healthy which makes you feel good
8 Find joy in music: sing, play, dance, listen or share	9 Ask a friend what made them happy recently	10 Bring joy to others by doing something kind for them	11 Eat good food that makes you happy and really savour it	12 Write a gratitude letter to thank someone	13 Take a light-hearted approach. Choose to see the funny side	14 Share a happy memory with someone who means a lot to you
15 Look for something to be thankful for where you least expect it	16 Speak to others in a warm and friendly way	17 Take time to notice things that you find beautiful	18 Look for something good in a difficult situation	19 Get outside and find the joy in being active	20 Rediscover and enjoy a fun childhood activity	21 Send a positive note to a friend who needs encouragement
22 Watch something funny and enjoy how it feels to laugh	23 Create a playlist of uplifting songs to listen to	24 Bring to mind a favourite memory you feel grateful for	25 Show your appreciation to people who are helping others	26 Make time to do something playful, just for the fun of it	27 Be kind to you. Do something that brings you joy	28 Notice how positive emotions are contagious between people
29 Share a friendly smile with people you see today	30 Make a list of the joys in your life (and keep adding to it)					

ACTION FOR HAPPINESS

Happier · Kinder · Together