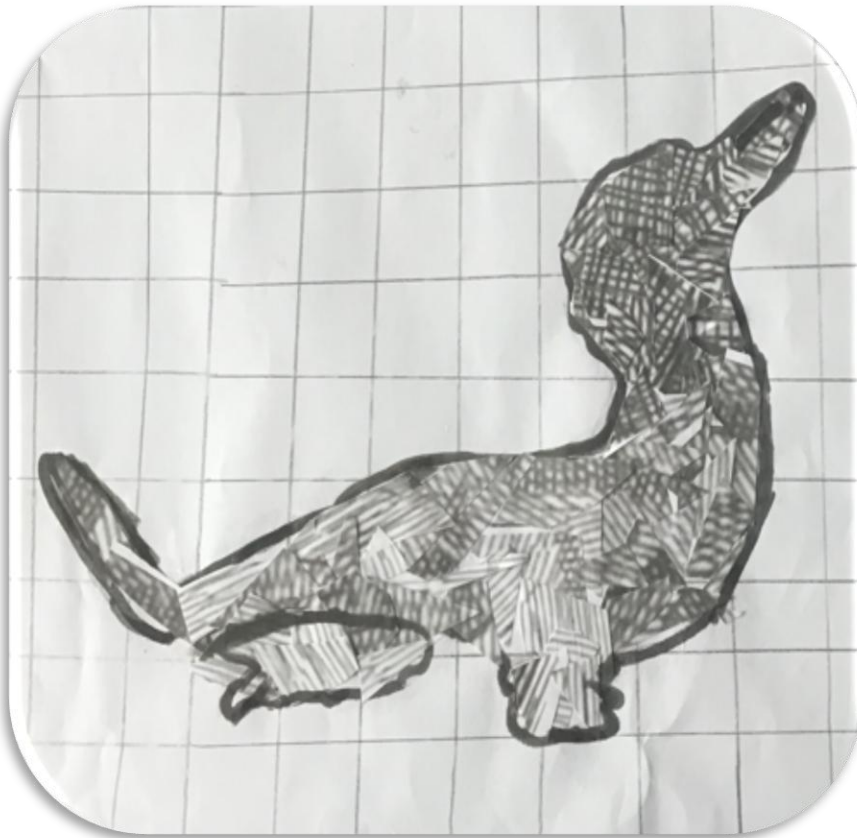




TEAGUES BRIDGE PRIMARY
THE BEATING HEART OF THE COMMUNITY

Friday Newsletter

Outstanding Work of the Week



Olivia ~ Belugas

2nd October 2026

PARENTS

The Information You Need!

Dear Parents and Carers,



HARVEST FESTIVAL

Our Harvest Festival this year is 14th October; children will be sharing harvest work in assembly, this is for children only. We are donating all food contributions to the food bank again this year. Could I please ask for donations to be in school by Wednesday 14th October. This is an extremely worthy cause, and we hope to have lots of food donations to support the food bank. During the current climate food banks are in demand. Everyone deserves to have food. Please support this charity that helps many people in Telford.

TRAFFIC

We are still experiencing traffic problems on the crescent. Please show respect when dropping off and collecting your children. There is no need for abuse. We are all trying to park in a small space. Neighbours do not deserve the kind of abuse that some are experiencing. Remember, DO NOT park on the staff carpark, this is a very tight space, and we have delivery vehicles throughout the day.

REMINDERS:

- Please ensure children with long hair, just below the shoulder, have this tied back for school.
- All children should be wearing black shoes and not trainers, if there is a reason they have not got their shoes, please inform the school office.
- Please ensure you contact the school office via telephone if your child is absent.
- Please ensure your child has their school PE kit during the week; this should be the school PE kit with the logo on the T-shirt.
- Remember to write in your child's reading diary when they are reading at home.

DATES:

5.10 ~ World Space Week

8.10 ~ Water safety assembly ~ Whole School

8.10 ~ Base 2 open afternoon for parents ~ 2.30-3.00pm

9.10 ~ Base 3 open afternoon for parents ~ 2.30-3.00pm

9.10 ~ Flu vaccinations

14.10 ~ Harvest ~ Donations welcomed for the food bank





Online Safety Newsletter

October 2026

CapCut

CapCut is a video editing app. Their services are intended for those over the age of 13 (those under the age of 18 must have consent from their parent/legal guardian). It is rated as 13+ on the App store.

What can I do on CapCut?

CapCut is used as a video and image editing tool allowing users to edit their videos/ images as well as add music, sound effects, text and stickers.

What should I be aware of?

- The templates are user generated, therefore they may not always be appropriate for your child to view, for example may contain adult themes.
- CapCut includes access to a library of music that may include explicit lyrics.
- Premium content – CapCut does include in-app purchases/monthly subscriptions to allow users access to premium content.

Further information

Wayne Denner provides further information about the social side of CapCut including a comments section: <https://www.waynedenner.com/capcut-parents-guide/>

Would you like to read this newsletter in a different language? You can use the translate tool on our web version: <https://www.knowsleylcs.org.uk/october-2026/>

AI companions

What are AI companions?

AI companions are artificial intelligence services designed to interact with users to simulate friendship or romantic relationships. There are many different AI companions available, accessible via apps or websites. **Many of these apps are intended for adults and have an age rating of 18+.**



Why are children using AI companions?

There are many reasons a child might want to use an AI companion, including:

- To ask advice and questions that they may be embarrassed to ask another person. It may be easier to talk to an AI companion, so it is imperative children understand the difference between AI and real people.
- They feel lonely and are looking for friendship.
- Children may just be curious and want to try new technology.

What should I be aware of?

- **Age restrictions:** it is important to check the age rating to see if it is appropriate for your child.
- **Inappropriate content:** there is often a lack of moderation so users could be exposed to content/language that is not suitable for their age.
- **Emotional dependence:** AI companions are designed to act as a friend, encouraging an emotional dependence. This may lead to your child becoming over reliant on the service. A chatbot should never replace a parent, a medical professional or other trusted adult.
- **Relationships:** repeated use of AI may influence a child's understanding of relationships and consent in real life.
- **Privacy and personal information:** children should not share personal or confidential information with AI companions.

What can I do?

- Check the age rating and any privacy settings.
- Set up appropriate parental controls on their devices/ broadband.
- It is crucial to have regular conversations with your child about the risks outlined above and about what they are doing online. Ensure your child knows that they should talk to you or another trusted adult if anything concerns them.

Further information

<https://www.internetmatters.org/resources/ai-chatbots-and-virtual-friends-how-parents-can-keep-children-safe/>

Discord

Discord is a social networking app originally designed for gamers, but is now used by lots of different people to **chat to each other online**. The minimum age to access Discord is 13. **The App store rates it as 17+.**

Discord is made up of servers, which are spaces for groups to chat, upload files and share images etc. Anybody can set up a server, and it can be set as either public or private. Users can video call and send direct messages to other individuals or groups. Children who play online games such as Fortnite may use Discord to chat whilst playing the game (**rather than using the game's own chat facility**). In-app purchases are available through Discord's subscription service called Nitro.



How can I make it safer?

Discord have created a Family Centre, which provides further information about what Discord is, as well as information about different safety settings available:

<https://discord.com/safety-family-center>

As always, we would encourage you to chat to your child to see why they use Discord and ensure that they know how to block users and what to do if they see any inappropriate content. It is important to be aware that Discord does include video/voice calling which cannot be filtered. **Discord is used by an array of users and therefore adult content can be found on Discord, as well as inappropriate language.** Discord have produced this article, which answers frequent questions:

<https://discord.com/safety-library>

5 fun online activities

Whilst we must be aware of the negative aspects of the internet, it's also important to remember that it can also be a great place to have fun or learn something new as a family. Why not try the following?

1. Play a game together.
2. Take a family quiz – it could be around the topic of online safety (e.g. from Childnet) or you could use Kahoot to create your own.
3. Learn something new – explore BBC Bitesize, National Geographic Kids or Khan Academy.
4. Create something – make a digital drawing or video.
5. Read an Audio book.



Users of this guide do so at their own discretion. No liability is entered into. Current as of the date released 01.10.26. The inclusion of any links does not imply any affiliation with or endorsement of the linked websites, documents, or videos, nor are we claiming any ownership or copyright in the content of the linked materials.

Doki Doki Literature Club

Doki Doki Literature Club is a game that, due to its cartoon anime appearance, may appear to be a game suitable for all. However, as the game progresses, it contains much darker and potentially distressing themes. The game includes references to suicide, self-harm and death.

The App store rates it as 18+ as it has cartoon or fantasy violence and horror/fear themes as well as infrequent profanity and crude humour. The game is described as psychological horror. You should also be aware that the app also includes in app purchases.

The game's own website also states that it "is not suitable for children or those who are easily disturbed."

Please ensure you have set up appropriate parental controls on any devices and platforms that your child uses to ensure they can't access games that are not suitable for their age.

Happy Tree Friends

Happy Tree Friends is another animated series that might look harmless because of its cartoon graphics, but the programme contains violence, death and blood. Clips of Happy Tree Friends are also circulating on social media platforms.

As above, we would recommend that you have set up appropriate parental controls to limit exposure to content like this. Also, chat to your child about what they are watching online and ensure they know that if they do see something online that upsets them, then they should talk to you or another trusted adult.

Further information:

<https://www.common sense media.org/website-reviews/happy-tree-friends>

SEND News



Welcome to the SEN newsletter for September 2026.



As Teagues Bridge Primary School's Special Education Needs and Disability Coordinator (SENDCo), I am here to offer support and advice regarding additional needs or SEND support for your child. Please feel free to contact me via the SEND email: send.teaguesbridge@taw.org.uk or via the school office.

Many Thanks, Mrs Woods

Graduated Response at Teagues Bridge Primary School

At Teagues Bridge, the children are at the heart of everything we do. We aim to identify the needs of pupils as early as possible. This is part of our graduated approach, in which we Assess, Plan, Do, Review. This on-going cycle ensures effective provision is put in place and also removes barrier to learning. We have a range of interventions taking place daily in our school to meet the needs of all children. Further information about our identification and provision can be found on the SEND section of our website:

<https://www.teaguesbridgeprimary.org/safeguarding-and-send/send>

If you have any concerns about your child or their progress; please contact the class teacher.



Telford and Wrekin Local Offer

For further information about Telford and Wrekin SEND, please see the link below:

<https://www.telfordsend.org.uk/site/index.php>



<https://www.telfordsendiass.org.uk/>



<https://www.podstelford.org/>



<https://www.telfordfamilyhubs.co.uk/homepage>

Telford and Wrekin Working Together Charter



The Working Together Charter aims to enhance services for children and young people with special educational needs and disabilities (SEND). It sets out a shared commitment to improving participation, communication, and collaboration across all SEND services – values that resonate strongly with our priorities at Teagues Bridge Primary School.

To make sure families and partners feel valued and included we will do the following:

- Create and embed meaningful coproduction.
- Recognise the strengths of families, professionals and systems to ensure positive outcomes.
- Use valuable, real-life experience of families to shape services and acknowledge the importance of their voice.
- Ensure families are treated as equal partners throughout their journey.
- Encourage all partners to contribute to developments and give time to do so.
- Recognise everyone as an individual, making reasonable adjustments as required.

To ensure open communication we will do the following:

- Making sure that all communication will be provided in a clear and accessible format, with the correct adjustments for families. T
- Invite feedback and enable two-way communication to support co-production.
- Communicate positively through both your words and body language.
- Clearly communicate the vision for each opportunity, ensuring that key information is highlighted.
- Communicate, with openness and honesty about provisions and services.

To make sure families and partners feel welcomed and cared for we will:

- Ensure that everyone is an equal partner at every stage.
- Ensure everyone has an equal opportunity to participate in meetings, events and opportunities for feedback
- Ensure that parent carers and families are actively and meaningfully engaged.
- Invest the time needed for working together.
- Ensure that feedback is heard and demonstrate the impact using the 'You Said, We Did' approach.
- Check for bias and prejudice in our setting.

To make sure we work in partnership with parent carers and families we will:

- Work together to agree solutions and next steps.
- Agree on what each partner will contribute.
- Be open to different views and perspectives.
- Ensure that all contributions are heard and valued equally.



Teddy Bear Lunch

On Thursday 1st October, children were invited to bring their teddy to lunch! The children had great fun showing off their teddies to each other!



This week in Turtles...

This week in Turtles we have been working hard to continue to settle into the new school routine and understanding and following the class rules. We have enjoyed a barefoot sensory walk and described the textures.



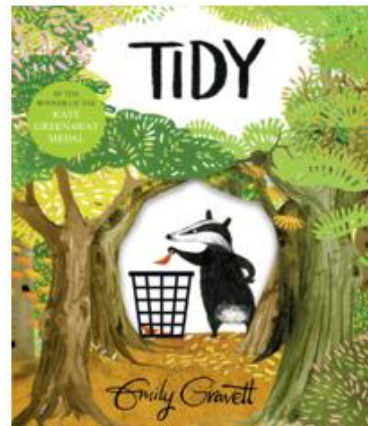
This week in maths we have been working hard to understand the ten town number zero and have explore sorting and finding matching pairs.



This week in literacy we have enjoyed listening to the story 'What Makes Me a Me?' and explored and discussed the characters in the story. We played a game of 'Guess Who', described a friend in our class and drew them following the instructions.

This week in Starfish...

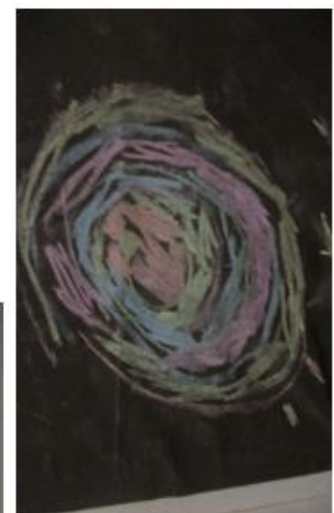
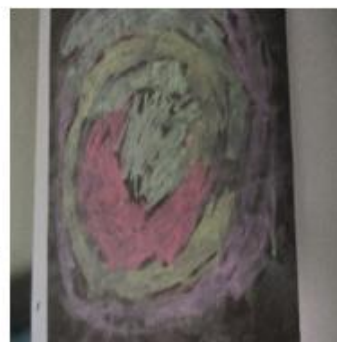
In literacy this week, we have been reading the story Tidy by Emily Gravett. We have been using a variety of punctuation including question marks. We have also been adding detail to our sentences using adjectives to describe what the setting is like.



In maths, we have been learning how to add two numbers together. We have been using the part/whole model to support our learning and finding 2 parts that go together to make a whole number

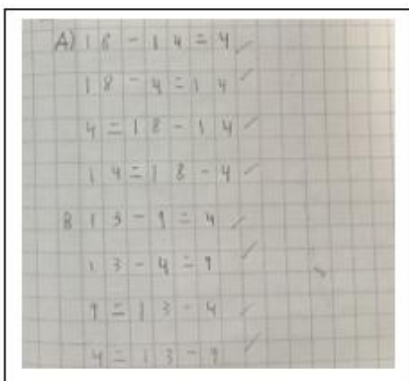
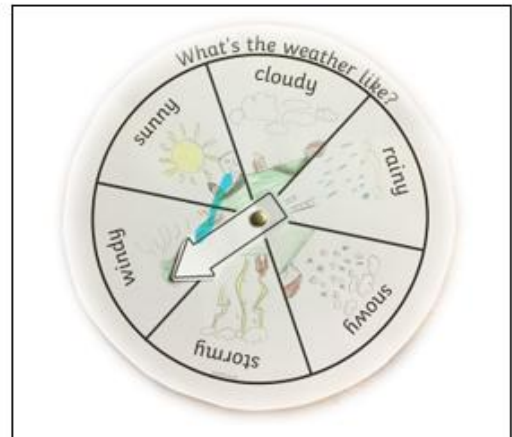
In geography, we have been learning about our local area. We have been exploring, again, what our local area is like and the features around our local area. We have sorted the local features into human and physical features.

In art, we have been using different tools to create spirals. We have used pencils and chalk to create a spiral. We discussed how chalk feels and how we can blend chalk together to create art.



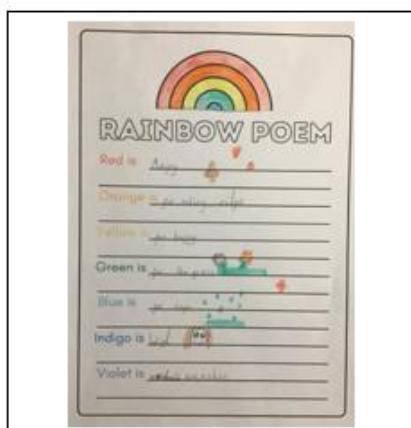
This week in Seahorses...

In geography, the children created weather wheels in readiness to take on their roles as weather reporters later in our unit of Weather. They can now recognise that we have 4 seasons due to the UK's climate and that the everyday weather might sometimes fall out of its pattern as the five elements might influence a different type of weather on that day.



This week in maths, we have learnt how to complete fact families with addition and subtraction and how these relations will support us in rapid maths in the future. We are also learning our number bonds to 100 and recognising how our number bonds 10 knowledge is related.

This week in Seahorses, we created our own rainbow poems for national poetry day. We used a range of templates to support us in writing our poems either in a shape, as an acrostic or simply to record our ideas and recognising that poems come in many different shapes, sizes, rhythms or 'nonsense'. The children loved expressing their ideas through a poem and enjoyed the creative writing.





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Picture News



At Home



At Home



The

UK



government



wants



schools



in England



to serve



healthier food



next year.



Schools



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