



Every Student Thriving

13 March 2026

Dear Parent/Carer,

EXAMINATIONS: The interim examinations have now been completed and I must say a huge thank you to all staff and students for a good couple of examination weeks. Students have had a good attitude, have turned up well prepared and demonstrated an understanding that ultimately they sit at their exam desk on their own. The final outcome is in their hands. Year 11 and year 13 will now be entering the final critical stages of their preparation for the summer term exam schedule; Easter is therefore essential for revision.

MOBILE DEVICE SAFEGUARDING: We had an informative meeting last week concerning an out of school issue with a mobile phone. During this meeting our police liaison officer made it clear that as the bill payer, the parent is legally responsible for a student's phone. If indecent images or illegal content are discovered on that device, the police would treat the bill payer as the responsible adult. This means a parent could be arrested and taken to the police station for questioning while the matter is investigated, **even if** the phone is mainly used by their child.

It was thus stressed that this is why it is essential that parents regularly check their child's phone and actively monitor its use. Any content that a child would not be comfortable showing to a parent, teacher or trusted adult should not be on the device. Regular checks are a safeguarding measure to protect both the child and the parent from very serious consequences. A point worth noting.

CAREERS FAIR: We had some really positive feedback about our year 12 students who attended the Bucks Skills Show last week. Several exhibitors commented on their engagement and manners whilst the organisers were impressed to see how many were talking to a wide range of exhibitors. They did have a busy morning building bridges and delivering babies. (The mind boggles!).

ICELAND: I also received some terrific feedback about the stunning iceland trip that took place at the weekend. Some challenging weather conditions provided a great back drop to some stunning moments - notably the Aurora Borealis and a whole portfolio of glacial features that, once seen first hand, truly make geography come alive: *"(My son has) been home less than 24hrs but ... has already told us so much about the trip and clearly had an incredible time, so much so that he says we should go on a family holiday to Iceland."*

CAN YOU HELP? The PE department is looking for an elite athlete to present at our awards and give a speech. The awards evening is 25th June 2026 6pm - 8pm. If you have anyone who may be willing to come and present please can you send further information to Mr Hunt chunt@johncolet.co.uk

INTERNATIONAL DAY OF HAPPINESS: There is a planned non-uniform day on Thursday next week to celebrate international day of happiness - the idea is to wear something bright to brighten people's day! There's no expectation of any monetary donation, the focus is on promoting the pursuit of happiness. (However any contributions to our [JUSTGIVING](#) page are welcome. We are 15% of the way to our target.)

Take Care - **Ian Brierly**

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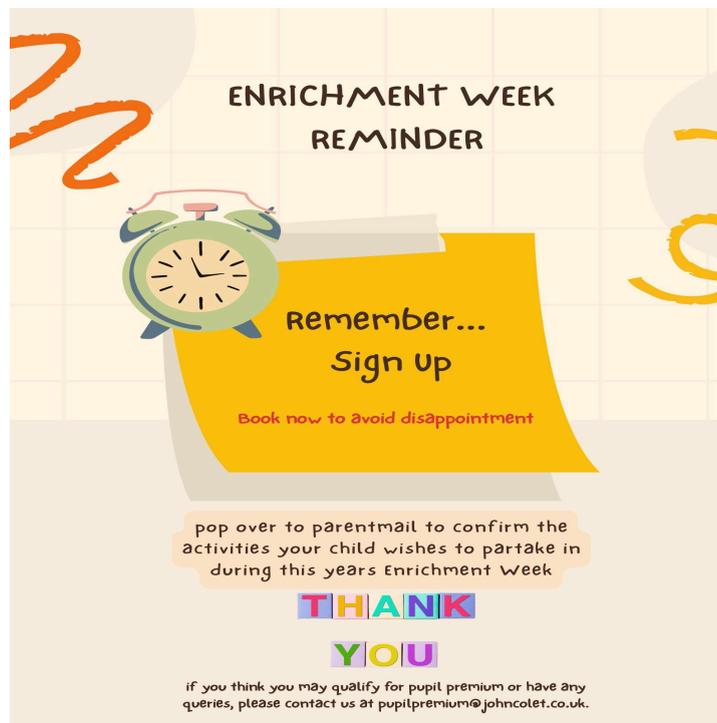
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REMINDERS & NOTICES

DATES FOR YOUR DIARY

| | |
|---|----------|
| International Day of Happiness (Wear something bright!) | 19.03.26 |
| Year 7 Parents Consultation Evening | 26.03.26 |
| Last day of term (2.55pm finish) | 27.03.26 |
| Return to school - Monday | 13.04.26 |
| INSET day | 24.04.26 |

ENRICHMENT WEEK



SAFEGUARDING LEADS & INFORMATION

If parents have any concerns about safeguarding or believe that any young person at John Colet School might be at risk, then please do contact one of the members of our Safeguarding Team via - safeguarding@johncolet.co.uk

The DSL (Designated Safeguarding Lead) is Mr B Crawford

VACANCIES

- Casual Invigilators are required, full details are on our vacancies page.
- We are also looking to recruit a Governance Professional.

Please check our website for further details [here](#).

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EID STREET FAIR 2026

Dear Adults of John Colet Students,

We are excited to announce our upcoming Eid Street Fair on **Monday 23th March**. This event has been organised by the Equity and Diversity School Council team and below is some information we think you might like to know about the event.

Our Eid Street Fair will be held at **lunch time** on the **23rd March** outside the **school hall**.

The fair will consist of the following stalls

- Henna tattoo ([adult consent required](#))
- Food and drinks
- Giant chalk drawings
- Art and & design competition

Each stall will require a £1 ticket, which can be purchased from the 1st March from outside the hall before school. All proceeds will go to putting on the event and supporting culture day in April this year.

We welcome your support for this event by donating food or beverages to provide during our street festival. If you wish to donate, please send your donations in with your child on Monday 23rd March and complete [the following form](#) about your food donation. We greatly appreciate your support for this celebration.

Food Donation Guidelines:

- **All food donations should be brought to school on the morning of Monday 23th March.**
- Please ensure that all dishes are **nut-free** and clearly labelled with a list of ingredients to accommodate dietary restrictions.
- If required, provide serving utensils for your dish. Please label with your child's name so we can make sure all items from home do return home.

Through this event, we hope to foster a sense of belonging and appreciation for the diverse backgrounds that make our school community unique. Should you have any questions or require further information, feel free to contact iparrott@johncolet.co.uk

Thank you for your support in making this event a memorable and meaningful experience for all.

Warm regards - Equity and Diversity School Council Team

PARENT SUPPORT : Click [HERE](#) for Higher Res PDF

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What Parents & Educators Need to Know about **SCHOOL AVOIDANCE**

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

UNDERSTANDING SCHOOL AVOIDANCE

IMPACT OF SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include tummy aches, headaches, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and spent away from screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



Source: See full reference list on guide page at: nationalcollege.com/guides/school-avoidance

COMMUNITY SUPPORT

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FRIDAYS AYLESBURY

CLASS TIMES AND YEAR GROUPS:

- 17:00 - 18:00 RECEPTION TO YEAR 4
- 18:00 - 19:00 YEAR 5 TO YEAR 10

VENUE: JOHN COLET SCHOOL, WHARF RD, WENDOVER, AYLESBURY, HP22 6HF

- 1000+ children attending our development centres on a weekly basis
- Matches against pro clubs for selected players
- Over 75 children signed to pro clubs
- Tailored coaching programmes designed by ex and current professional academy coaches

Surface - 4G Astro

Must wear plastic moulded football boots

CONTACT US NOW TO BOOK A FREE TRIAL +44 7498 608268

EASTER TRAINING CAMPS 2026 FOR AGES U12 to U15

| WEEK 1: | WEEK 2: |
|--------------------------|-------------------------|
| Tue 31 Mar 1000 - 1200 | Tue 7 Apr 1000 - 1200 |
| Wed 1 Apr 1000 - 1200 | Wed 8 Apr 1000 - 1200 |
| Thu 2 Apr 1000 - 1200 | Thu 9 Apr 1530 - 1730 |

ALL AT BISHAM ABBEY

FOR MORE DETAILS CONTACT:
ADMIN@BUCKSHA.ORG.UK

Free Parenting Programmes

Our parenting programmes will help you develop new and existing parenting skills, offer advice and build your confidence as a parent.

Proud to be part of
Family Hub Network
Buckinghamshire

LITTLE TALKERS

18 months to 3 years old

- Focuses on children's speech, language and communication skills and how parents can promote them
- Designed by Buckinghamshire Speech and Language Therapy

PARENT PUZZLE

0 to 5 years old

- Understand challenges and how to address them
- How to support your child's growth for calmer parenting

TALKING TEENS

11 to 18 years old

- Focuses on relationships within the family, communication, negotiating, decision-making and strategies to reduce conflict
- Learn more about teenagers and their needs

THE NURTURING PROGRAMME

3 to 11 years old

- Help deal with the challenges that come with parenting
- Think about what we do, why we do it and how it makes us feel

BALANCEABILITY

2.5 to 5 years old

- Accredited learn to cycle programme
- Develops confidence, spatial awareness, dynamic balance, and how to ride without stabilisers

KEEPING YOUR CHILD IN MIND

All ages

- Work together in ways that support growing children and a calmer family life
- Explore the conflict between parents/carers both in a current or previous relationship

Scan me

01296 383293
familyinfo@buckinghamshire.gov.uk