



Glenmere Primary School Personal Development Newsletter March 2026

Personal development at Glenmere is built upon the foundations of our school ethos; at Glenmere we are GREAT because we Grow, Respect, Enjoy, Achieve Together.

Protected Characteristics Day

The children really enjoyed learning about the protected characteristics our different workshops. They were in mixed aged groups and it was so wonderful to see them working alongside each other and supporting each other! We had a variety of workshops including art activities, scenario role-plays, and discussions to show how everyone is protected, everyone matters and everyone is valued.



Language Day

What a great language day it was across the school! The children took part in different workshops where they learned vocabulary from other countries in a creative way. They even had their very own passport to get stamped in each country!



Sustainability

At Glenmere we are making it our mission to reduce our energy usage, recycle more and find new ways to improve the environment. Our fabulous group of Eco Rangers work hard each day to help care for our school environment. They help others to follow our sustainability plan, monitor our energy use in the school, and encourage teachers and children to recycle.



How Sustainable Are You?

Are you a fan of meat-free Mondays? Do you switch off lights and devices when you're not using them? Do you sort your waste and put out your recycling bins? Many families are already taking action to lessen their impact on the environment, and with good reason. Over the past 50 years, the amount of natural resources we use in our everyday lives has increased by about 190%, the result being that we are using up our soils, forests and ocean life faster than the planet can renew them. The natural resources that any one person uses over the course of a year is called their ecological footprint. Although your household is one of many in in the UK, the size of your footprint, and the impact you have, might surprise you. Not all parents have money to spend on the most energy efficient appliances, or time to grow their own veg, but it's about finding what works for you, and everyone can find ways of making their footprints smaller. Try this: The WWF footprint calculator works out your household ecological footprint for you. Go to <https://footprint.wwf.org.uk/> and complete the quick and easy questionnaire to find out yours, shown as a percentage of the UK target average.

Glenmere's Passport to GREAT

We believe that giving our children a wide variety of experiences supports their personal development. We have created a list of enrichment activities and experiences that they will encounter and participate in during their time with us. We call it our passport to GREAT because we believe that we:

Grow, **R**espect, **E**njoy and **A**chieve **T**ogether.

Take a look at each year group's list on our website by clicking on this link:

<https://www.glenmere.leics.sch.uk/page/?title=Glenmere%27s+Passport+to+GREAT&pid=352>



What Should I Consider When Choosing an AI Tool for My Child?

There are many AI tools available but most have age restrictions that require users to be 13 years old or older. This is because data protection laws limit how companies can collect and use personal information. Before allowing your child to use an AI tool, check the age rating and privacy settings and remind them never to enter any personal information.

When choosing appropriate AI tools for your child, look for ones that are:

- ▶ transparent about how they work and what data they collect;
- ▶ inclusive, accessible and age-appropriate;
- ▶ designed to support learning in safe and engaging ways.

Always use your own judgement to decide whether an AI tool or feature is appropriate for your child.



How Can I Guide My Child to Use AI Technologies in Positive and Constructive Ways to Support Their Learning?

You can guide your child by:

- ▶ talking openly about the AI technologies they encounter online or in apps;
- ▶ exploring different AI tools together;
- ▶ using simple language and real-world examples;
- ▶ asking reflective questions, such as 'Who made this?' or 'How do you know this is true?';
- ▶ encouraging them to use trusted, reliable sources to verify AI-generated content;
- ▶ setting boundaries around screen time and AI tool use;
- ▶ modelling safe and responsible device habits;
- ▶ encouraging creativity away from AI technologies;
- ▶ reminding them to ask a trusted adult for help if they're ever unsure about an AI tool they're using.

Safe Families

Understanding Child-to-Parent Violence (CPV)

Child-to-Parent Violence, also known as CPV, is something more families experience than many people realise - yet it's rarely talked about openly. It can be incredibly distressing for parents and carers, and it's common to feel ashamed, isolated or unsure of where to turn. This newsletter aims to give clear, compassionate information and guidance, without judgement or blame.

What is Child-to-Parent Violence?

CPV describes situations where a child or young person uses physical aggression, verbal abuse, intimidation or controlling behaviours towards a parent or caregiver. It can look like:

- Hitting, kicking, pushing or throwing objects
- Shouting, name-calling or threats
- Destroying property
- Controlling routines, money or family rules
- Emotional manipulation or explosive outbursts
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Important reassurance for parents and carers

- **You are not alone.** Many families experience some form of CPV, even if no one talks about it.
- **It is not a sign of 'bad parenting'.** CPV often emerges from a young person's difficulty managing big emotions, unmet needs, developmental differences, trauma or additional pressures in their life.
- **You deserve support.** Looking for help is a sign of strength, not failure.
- **Your relationship with your child still matters deeply** - and can improve. This is a behaviour, not an identity. Children exhibiting violence are not 'bad kids'. They are struggling and need guidance, boundaries and connection.

Supportive Steps

Stay calm where possible - safety first



If an incident is escalating, prioritise safety. Step back and create space until your child has calmed.

Notice triggers



Identify what tends to spark outbursts:

- Transitions (bedtime, homework, school)
- Overwhelm, hunger or tiredness
- Demands they find difficult
- Sibling conflict
- Sudden changes

Validate feelings, while holding boundaries



You can say things like:

- "I can see you're upset."
- "Your feelings are real, I'm here to help."
- "It's okay to be angry, but it's not okay to hurt."

Validation helps children feel seen, while boundaries keep everyone safe.

Teach regulation skills - gradually



Try practising:

- Deep breathing
- Counting backwards
- Sensory tools (stretch bands, fidget items, weighted blanket)
- Visual schedules

Make these tools normal, not punitive.

Repair after conflict



Once everyone is calm, reflect gently:

- "What happened?"
- "How were you feeling?"
- "What could help next time?"

This builds connection and growth.

If you are worried about a child's safety please do not hesitate to contact any of the Designated Safeguarding Leads straight away. The following members of staff are Designated Safeguarding Leads for Glenmere Primary School:

- Mrs Conlon (DSL)
- Mrs Dorrington
- Mrs Carton
- Mrs Siddons

They can be contacted via the school office, or by telephone on 0116 2882228.

Safeguarding Governor:
Mr Andy Jones