



Greenside Grapevine

Friday 4th September 2026

Dates for your Diary

Please continue to check the latest edition of the Grapevine as more dates are added.

Please also see the calendar page on our website
<https://www.greenside-sch.org/topic/news-and-events>

September

- 10th** Year 5 Whitby Residential Information 5.30pm-6pm
23rd Year 6 Weardale Residential Information 5.30pm-6pm

October

- 2nd** Year 3 and 4 Stone Age Workshop
(Chameleons and Anacondas)
9th Year 3 and 4 Stone Age Workshop
(Pumas)
14th Years 1 to 6 FROGS Disco 3.30pm-5.45pm
(further information to follow)
15th Individual Photographs
21st Parent/Carer Consultation Evening
(further information to follow)
22nd Parent/Carer Consultation Evening
(further information to follow)
23rd FROGS Autumn Bake Sale and non-uniform day, in
exchange for a tombola prize
23rd School closes at 3.15pm for October Half Term

November

- 2nd** School reopens at 8.40am

Welcome back to the start of the 2026-27 academic year. What a fantastic start it has been! The children, staff and families have settled back into school life seamlessly, almost as if they had missed the routine, structure and opportunities that school brings.

In assembly this week, we asked the children to think of one word that describes how they would like their year to be. Reflecting on previous years and looking ahead to the possibilities of a new one, they came up with some incredible and carefully considered words, including *responsible, successful, adventurous* and *diligent*. I would encourage you to ask your child about the word they chose and why it is important to them. We also created a 'human wave' stretching from Year 1 to Year 6 to demonstrate that every member of our school community is equally important. The activity helped the children see that when we work together, support one another and play our part, we can achieve incredible things.

A very special welcome goes to our newest members of the Greenside family in Reception. They have settled into school remarkably well and have already shown us just how ready they are for their primary school journey. We are incredibly proud of how confidently they have embraced their first days in "big school".

We are looking forward to another exciting year of learning, growth and success, and thank you for your continued support as we work together to ensure every child thrives.

Mrs Sarah Fuller, Headteacher

Class of 2026: Our New Year 7s

We hope that all of our pupils who left Greenside at the end of the last academic year have enjoyed a positive and successful start to their secondary school journeys. We have already seen many of them returning to visit us in their new uniforms, excitedly sharing their experiences and telling us all about their new schools. It seems they just can't stay away!

Continuing our commitment to listening to feedback and always striving to improve, we started a new Greenside 'Year 7 Afternoon Tea' tradition a few years ago. We will be inviting our former Year 6 pupils, now in Year 7, back to school for afternoon tea and an opportunity to talk with staff about their transition to secondary school. We are keen to hear how well we prepared them, what worked particularly well, and whether there are any areas where we could further support future pupils.

Letters with full details will be sent out shortly, but if you know any of our 2026 leavers, please help us spread the word.

Year 7 Afternoon Tea on Thursday 10th September 3:30pm to 4:15pm at Greenside Primary School

We are very much looking forward to welcoming everyone back and hearing about the exciting start they have made to the next stage of their education.

Parent/Carer Survey 2025-26

Please follow the link to our survey https://forms.cloud.microsoft/pages/responsepage.aspx?id=WtBopvNFokWKFWJwhbh5M-s2yfZ8ohZlnh1NUXd_01UNFE4NVc5SIhLTdDENzhFV05VSE5TVkFZVSQIQCN0PWcu&route=shorturl

Your views and feedback are extremely important to us. Each year, we invite parents and carers to complete a survey so that we can gather your thoughts and opinions about the school.

We sent the survey out just before the summer holidays and received 76 responses. A huge thank you to everyone who took the time to complete it. If you have not yet had the opportunity to share your views, we would still love to hear from you. Please complete the survey using the link provided. If you need any assistance, our office staff will be happy to help. During our recent INSET day, staff carefully reviewed the feedback received. Your comments and suggestions will help to shape our School Improvement Plan where appropriate, ensuring that parent and carer voices continue to influence the development of our school.

One of the first changes you will notice as a result of your feedback is the change from houses to year groups for OPAL at lunchtime. We look forward to seeing the positive impact of this change and will continue to keep you updated on further developments arising from the survey findings.

While it is important for us to identify and act upon areas for development, it is equally important to recognise, celebrate and continue the many strengths identified through your feedback. It was a delight to read that so many of you view Greenside as a caring, approachable, community-focused and inclusive school, supported by a highly skilled and dedicated team of staff. We are incredibly proud of these strengths and remain committed to building on them.

Music Tuition Lessons

All music lessons (keyboard, drums and guitar) will be starting week beginning 15th September. If you have paid for your child's lesson, you will receive an Arbor message next week confirming your child's individual timeslot.

Learning Fidget Tools

At Greenside Primary School, we believe that the right fidget tools can support learning, engagement and concentration for some children. They can be useful for:

- Managing stress and anxiety
- Promoting self-regulation of emotions
- Improving focus and concentration
- Promoting independent learning skills.

Where it is felt necessary, we provide the following fidget tools or supports to children. We have carefully selected these resources, as they provide limited distractions to other learners and can be used safely.

To support learning and minimise distractions in the classroom, we ask that children do not bring personal fidget toys or sensory tools into school. Where a child would benefit from a fidget or sensory aid for learning, we will provide an appropriate school-approved resource that is safe, discreet and suitable for classroom use.

If you feel your child may require additional sensory support, please speak to their class teacher. Likewise, if we feel a child would benefit from a fidget tool, we will discuss this with parents and carers before introducing one.

Pupils will also have access to a range of other sensory and regulating resources within school, including standing desks, wobble cushions/seats, ear defenders, chewable sensory aids and classroom regulation boxes. These resources are available to support comfort, regulation and engagement throughout the school day.



Fidget Rings



Blu-Tak



Velcro strips
(stuck under the table)



Silk ribbon
(tied to chair leg)



Resistance Bands
(these fit around chair legs)



Mesh and Marble



Pol-Ed®

Keeping your family safe from fire

Advice for Parents and Carers



Fire safety starts at home

Most fires in the home can be prevented. Actions such as:



Testing smoke alarms every week, keeping them clean and well maintained

Storing and charging electrical items safely



Talking to children about fire risks can make a significant difference.

Fire safety is not about causing worry; it is about helping families feel prepared and confident about what to do if an emergency occurs. Working smoke alarms are one of the most effective ways to protect your household, and every family should be aware of their escape routes and what to do if an alarm sounds.

Safety actions to protect your home

Many household fires start through everyday activities.

Cooking remains one of the most common causes of accidental fires, particularly when food is left unattended or when cookers and cooking surfaces are used for extra storage, as items left on or near hobs can accidentally catch fire.



Faulty electrical equipment, damaged charging cables and overloaded plug sockets can also present significant risks. Developing safe habits, such as switching appliances off when not in use, avoiding overloading extension leads and keeping flammable materials away from heat sources, can help reduce the likelihood of a fire starting in your home.

As children grow older, they often spend more time independently in their bedrooms and make greater use of technology. It is important for parents and carers to know where devices are being charged and to encourage safe charging habits.

Phones, tablets, laptops and gaming equipment should never be charged under pillows, on beds or beneath blankets where heat can build up. Hair straighteners should be fully switched off after use and allowed to cool safely. It is also worth having conversations about candles, incense burners and any other items that generate heat.



Children are naturally curious and may have questions about fire, fireworks or emergency services. Open and age-appropriate conversations can help them understand both the dangers and the importance of safe behaviour. Encourage children to

tell an adult if they find matches, lighters or damaged electrical items. Explain that smoke can be just as dangerous as flames and that hiding during a fire can make it more difficult for firefighters to help them. Reassure children that knowing what to do in an emergency helps to keep everyone safe.



Creating a family escape plan

Every family should have a simple escape plan. Take time to identify the quickest way out of each room and, where possible, a second route in case the first is blocked. Make sure everyone in the household knows these routes and understands what to do if they hear the smoke alarm. Keep exits clear so that everyone can leave quickly in an emergency and ensure keys are stored in a safe but accessible place.

All family members should know where they are kept. Choose a family meeting point outside the home as this helps ensure everyone can be accounted for safely and reduces the risk of anyone re-entering the building. If there is a fire, get out, stay out and call 999. Teach younger children never to hide during a fire and never to go back inside for toys, pets or belongings.



Your family escape plan should also cover what to do if you cannot leave the property safely. If your escape route is blocked, move to a room with a window if possible and close the door behind you. Use towels, bedding or clothing to block gaps around the door to help prevent smoke entering the room. Open the window, call for help and dial 999 if you can. If you are on an upper floor, do not jump from a window; stay where you are and wait for rescue. If you live in a flat, make sure everyone in the household is familiar with the building's fire safety arrangements, evacuation procedures and escape routes, including the importance of not using lifts during a fire.

Fireworks, Deliberate Fires and Hoax Calls

Some children might not fully understand the consequences of irresponsible behaviour involving fire. Deliberately setting fires, misusing fireworks or making hoax calls to emergency services can place lives at risk and divert valuable resources away from genuine emergencies. Parents and carers play an important role in helping young people understand how these actions can affect individuals, families and communities. Taking opportunities to discuss news stories, local incidents or community events can help reinforce these messages.



Knowing your rights and the support available

Local authorities, housing teams, Citizens Advice, community organisations and charities may be able to assist with a range of issues, including housing conditions, household safety and family wellbeing. Many local Fire and Rescue Services also offer free Home Fire Safety Checks, providing practical advice tailored to individual households and circumstances.

If you rent your home, your landlord has legal responsibilities to help keep you safe. In England, landlords must provide smoke alarms on every storey of a property, ensure gas appliances are checked annually where provided, maintain safe electrical installations and provide appropriate carbon monoxide alarms where required. They should also ensure that escape routes can be used safely at all times.

If you have concerns about fire safety, speak to your landlord or letting agent first. If problems are not resolved, your local council's housing team, Shelter or Citizens Advice may be able to offer support and guidance.

Useful Sources of Support

Further advice and support can be obtained from:

- Your Local Fire and Rescue Service
- Citizens Advice
- Shelter
- GOV.UK

These organisations provide information on home fire safety, housing rights, landlord responsibilities and support for families who may be experiencing difficulties.

Want to find out more?

- www.Pol-Ed.co.uk
- hello@pol-ed.police.uk
- [@PolEd.UK](https://www.instagram.com/PolEd.UK)
- [facebook.com/PolEd.UK](https://www.facebook.com/PolEd.UK)

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West Yorkshire
Fire & Rescue Service