



# Elmtree Echo

Issue 11



**Ambitious - Curious - Resilient - Inclusive**



## A Message from Mrs Ohene

Dear Parents and Carers,

Elmtree has been absolutely *potty about pyjamas* this week! On Wednesday, the whole school joined in a special mufti day to support a wonderful local community initiative, Children's Hospital Pyjamas. Your generosity has been overwhelming — so many of you donated brand-new pyjamas, and we want to say a huge, heartfelt THANK YOU. It truly is humbling to see how our families rally together whenever we ask for help.

We also enjoyed our much-loved Bedtime Stories event after school. What an amazing turnout! Thanks to your support, we raised more than £200. This is a fantastic achievement, and the funds will go directly towards the EFF's contribution to our Little Wandle books and new sensory resources.

Meanwhile, our wonderful House Captains have been busy rehearsing for their assembly on Monday. As young leaders, they've taken on the exciting challenge of exploring UK Parliament Week, and they can't wait to share what they've learned. They'll also be debating an issue very close to our hearts — but we'll save that surprise for next week's newsletter!

With the wintry weather arriving this week, please do make sure your child comes to school each day with a hat, scarf, gloves and their wellies. We love to get outside in all conditions (unless there's a weather warning), and having the right clothing helps everyone enjoy it safely.

I hope you were able to pause and enjoy the beautiful snow flurries too — such a lovely reminder of the awe and wonder our natural world can bring. What a magical sight it was!

Have a wonderful weekend- stay warm!

Mrs Ohene

# Attendance

School attendance over the last 7 days is **96%**

Let's aim to be in **#SchoolEveryDay** next week

The champion year group this week is Year 1 and 2

Reception	Year 1	Year 2
95%	96%	96%



Remember that **#MomentsMatter**

We expect all children to attend school for at least 96% of sessions across the year.

**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**



**ATTENDANCE**  
EVERY DAY COUNTS!

Expected attendance means having no more than seven days off in the school year!

**Attendance matters!**

**Below 90%**  
Serious Concern.  
Persistent absence.

**90 - 95.9%**  
Concern. Low  
Attendance.

**At least 96%**  
Expected  
attendance.





# CONGRATULATIONS



## CELEBRATION ASSEMBLY

Diana - Maple

Diana - Oak

Musa - Oak

Manahil - Maple

Harleigh - Willow

James - Willow

## HAPPY BIRTHDAY

Chloe - Oak

Robyn - Nursery

Marnie - Maple

Liam - Birch

Amira - Maple

Anshika - Maple

## HEADTEACHER AWARD

Esmae - Maple

Marnie - Maple

Ayla - Beech

Annie - Nursery



## Important Dates & Events



Elmtree Infant School - Term Dates & key Events



### → Key Dates

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Tuesday 25<sup>th</sup> November – New to Reception tours 9.30 (26-27 intake)  
Wednesday 26<sup>th</sup> November – New to Nursery tours 10-10.30 (January intake)  
Friday 28<sup>th</sup> November - EFF Mufti day - bring a bottle for the Winter Fayre.  
Tuesday 9<sup>th</sup> December – Christmas production Dress Rehearsal 9.30am *Babes in arms/siblings*.  
Wednesday 10<sup>th</sup> December – Nursery Xmas songs 9.15-10am Parents welcome.  
Thursday 11<sup>th</sup> December – Christmas production 9.15 **No siblings**  
Friday 12<sup>th</sup> December – Christmas production 9.15 **No siblings**  
Tuesday 16<sup>th</sup> December – New to reception tours 9.30 (26-27 intake)  
Thursday 18<sup>th</sup> December – Nursery last day (Xmas party)  
Friday 19<sup>th</sup> December – New nursery (January) visit and play.  
**Friday 19<sup>th</sup> December – School closes 1.30pm**

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### **Collecting Stamps for Hedgehogs!**

After half term, we'll be collecting **used postage stamps** to support the **British Hedgehog Preservation Society**. It's a simple way to help a great cause!  
Both UK and overseas stamps are welcome—just try to leave about 1cm of paper around each one.  
There's a **red collection box** near the front entrance where you can drop them off any time throughout the year.

Thank you for your support in helping protect our prickly little friends! 🦔



### Important Reminders

- Please book school lunches via ParentPay.
- If you would like to volunteer for Wild Woods or Reading please do let the office know.



### Stay Updated!

Keep an eye on our **school website** and **social media pages** for any last-minute changes or additional events.

**Website:** [www.elmtreeschoolandnursery.co.uk](http://www.elmtreeschoolandnursery.co.uk)

**Contact:** [Office@elm.odbst.org](mailto:Office@elm.odbst.org) / 01494 771474

## Class Timetables

<b>Class</b>	<b>Wild Woods</b>	<b>PE</b>	<b>Library</b>
Nursery	Thursday AM	Wednesday AM Monday PM	Monday
Beech	Monday PM	Wednesday	Friday
Birch	Thursday PM	Wednesday	Friday
Oak	Wednesday PM	Tuesday/Thursday	Monday
Willow	Friday PM	Tuesday/Thursday	Tuesday
Maple	Tuesday PM	Monday/Friday	Wednesday





## Pyjama Day and Bedtime Stories



A huge thank you to all the families who have donated Pyjamas, we have 38 pairs and what a difference this will make.





**20<sup>th</sup> November 2025**

***Promoting children's rights and welfare globally.***

20<sup>th</sup> November is a timely reminder of 'duty-bearers' (adults) protecting and promoting the rights of the child. It encourages everyone- parents, teachers, community leaders and children themselves to engage in discussions about children's rights. At Elmtree, we will start to talk about our top 3 in our assemblies:

The right to be safe (Article 19, protection from harm)

The right to learn (Article 28)

The right to play (Article 31)

As part of our commitment to children's rights and their emotional wellbeing (welfare), we wanted to share two key issues with you around gender equality.

# *Big Boys (Don't) Cry*

I wanted to take a moment to talk about something very important for your child's emotional health — especially our boys — and why we as a school deeply value helping them express how they feel, including crying.

## Crying is a natural, healthy and helpful release

Crying isn't just "being upset" — it has real physical benefits. When we cry emotionally (rather than, say, cutting an onion), our bodies release stress hormones, and we often feel calm afterward.

## Showing emotion builds emotional skills

When boys are allowed (and encouraged) to show sadness, disappointment, or vulnerability, they begin to build what psychologists call *emotional competence*. This means:

- o Recognising their feelings (e.g., "I feel sad," "I feel frustrated")
- o Naming them (putting their emotions into words)
- o Talking about them with trusted people

Coping in healthy ways

Talking about feelings helps children process them, not bottle them up.

## Suppressing emotion is a risk

Unfortunately, cultural messages like "boys don't cry" or "be a big boy" can be harmful. From a young age, boys may be discouraged from expressing sadness or vulnerability. When boys are taught not to show their emotions, it can lead to *emotional suppression*. Over time, this isn't just about "not crying"; it can make it harder for them to understand and regulate their feelings, which can contribute to mental health challenges later in life.

## Expressing emotion strengthens connection

Crying is not only helpful for the person crying — it also affects those around them. In a school community, when children feel safe to show their emotions, they also model for others what emotional openness looks like. This can lead to a more supportive, understanding atmosphere where children feel heard, valued and safe to express their emotions.

## Why this matters for self-regulation (Early Learning Goals)

One of our Early Learning Goals (ELGs) is *self-regulation*: helping children develop the ability to manage their feelings, behaviours, and thoughts in positive ways. Emotional expression — including crying — supports self-regulation in key ways:

- By expressing emotions rather than suppressing them, children can release built-up stress and avoid overwhelming emotional tension.
- By naming emotions (with words), they start to make sense of what they're feeling, which makes it easier to decide how to act — whether they need to calm down, ask for help, or talk things through.

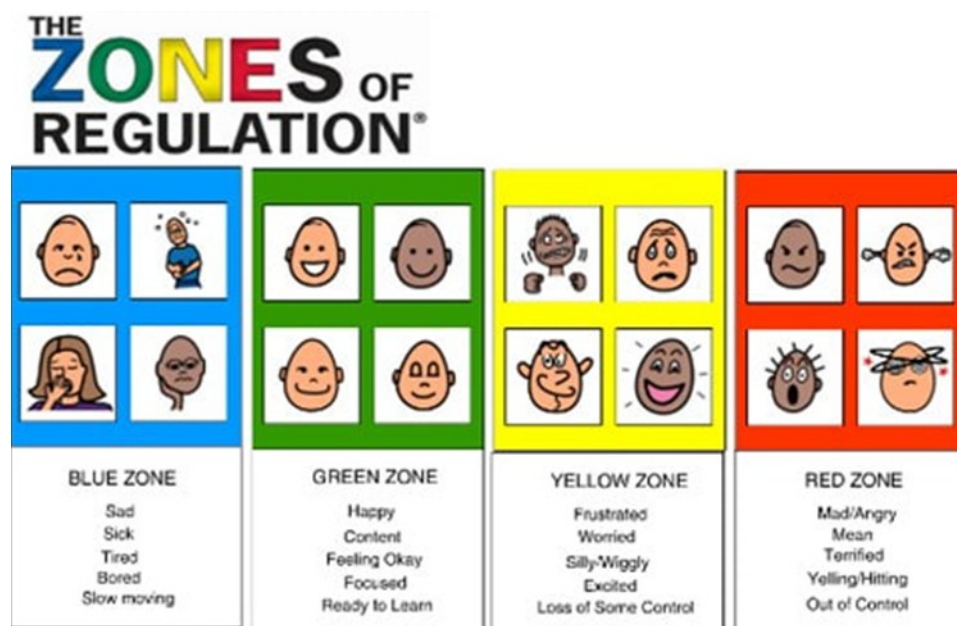
By talking to us (teachers, parents, carers) about their feelings, we can support them, guide them, and help them develop coping strategies together.

When boys are encouraged to do these things, they are practising vital emotional skills.

Over time, this builds their confidence in handling difficult feelings and helps them become emotionally resilient.

### [What Can We Do Together as Parents and School](#)

At Elmtree, we use the Zones of Regulation as a tool to talk about our emotions and help children regulate either by c-regulating with an adult, or self-regulating using taught strategies.



Here are a few simple, practical steps we can all take to support our boys (and all children) in this area:

**Model emotional talk:** Share how you feel (“I’m frustrated because ...,” “I felt sad when ...”) in appropriate ways. This helps children understand that emotions are normal.

- **Validate their emotions:** When your child cries or expresses deep feelings, acknowledge it. You might say, “I can see you're upset — it's okay to feel like that,” rather than dismissing or shutting it down.
- **Create safe spaces for talking:** At home, build routines or moments where children feel comfortable sharing. It could be small, informal check-ins (e.g., “How are you feeling today?”) or times for reflection.
- **Teach emotional vocabulary:** Use words for different feelings and encourage your child to use them — sad, angry, anxious, disappointed, proud, etc.
- **Encourage problem-solving:** Once a child expresses how they feel, help them think through what might help: talking to someone, taking deep breaths, drawing, writing, or simply sitting quietly for a moment.

**Reinforce the message:** Instead of saying “boys don't cry,” we can say “it's okay to cry — it's part of being human, and talking about our feelings helps us feel better.”

Allowing our boys to cry and express their emotions isn't a weakness — it's a strength. Emotional expression supports self-regulation, which is one of our key goals for children in their early years. Teaching emotional competence early helps children build resilience, empathy, and a healthier internal life. As a school and as a community, we can work together to create an environment where all children feel safe expressing themselves.

## *Pink Is (Just) For Girls*

### Colour has no gender — it's a learned idea

Children aren't born thinking pink is for girls and blue is for boys — these ideas are learned through culture. In fact, historically, pink was once considered a “strong, masculine colour,” and blue was seen as calm and gentle for girls. These messages switched only in the 20th century as clothing and toy marketing changed.

So when children say “pink is for girls,” it's a reflection of the world around them, not a natural truth.

### Stereotypes can limit children

What might begin as a “cute” idea can grow into limiting beliefs, such as:

- “Pink is for girls.”

- “Boys shouldn’t play with dolls.”
- “Girls shouldn’t like superheroes, football or construction.”

“Some things aren’t meant for me.”

Children who feel restricted may avoid things they genuinely enjoy or feel embarrassed to pick certain colours, toys or activities. This can affect their confidence and stop them exploring fully — which is exactly what early childhood is meant to encourage.

### **Free choice builds healthy development**

Research in child development shows that when children feel free to explore their interests without judgment, they grow stronger in:

- self-confidence,
- creativity,
- self-expression, and

a sense of belonging.

When a boy can confidently choose pink, or a girl can proudly wear blue, they are practising being their authentic selves — an important step in emotional wellbeing.

### **Challenging gender stereotypes benefits everyone**

Studies show that children who grow up with flexible views about gender tend to:

- show more empathy,
- have wider interests,
- get along better with peers, and

feel less pressure to “fit in.”

Removing limits like “pink is for girls” helps children feel valued for who they are, not who they think they’re supposed to be.

### **How we support this at school**

In school we:

- Offer a full mix of colours, toys and activities to all children
- Encourage children to make their own choices
- Challenge limiting statements gently (“colours are for everyone”)
- Celebrate individuality and kindness

Model inclusive language ourselves

### How you can support this at home

Here are a few simple but powerful phrases you can use:

- *“Colours are for everyone.”*
- *“You can choose whatever you like.”*
- *“What matters is what makes you happy.”*

*“Everyone gets to enjoy all colours.”*

It’s also helpful to celebrate and support children when they make choices that are true to them, even if those choices challenge old stereotypes.

Encouraging all children—boys and girls—to enjoy ANY colour:

- supports emotional confidence,
  - builds strong self-expression,
  - helps them develop healthy attitudes about themselves and others, and
- reinforces our school’s values of respect, inclusion and individuality.

Thank you again for working in partnership with us as we help your children grow into confident, expressive and open-minded individuals. If you ever have questions about how we approach gender stereotypes in early childhood, I’d be more than happy to talk further.



**20% OFF!**  
When you book  
before 24<sup>th</sup> November



# PREMIER HOLIDAY CLUBS



**MON 22<sup>ND</sup>, TUES 23<sup>RD</sup> DECEMBER  
& FRI 2<sup>ND</sup> JANUARY**



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# YOUR NEAREST HOLIDAY CLUB

**LITTLE CHALFONT  
PRIMARY,  
AMERSHAM,  
HP6 6SX**

**TIMES:**

9:00 - 3:30pm

**AGES:**

Reception - Year 7

**MANOR FARM  
JUNIOR,  
HAZLEMERE,  
HP15 7PH**

**TIMES:**

9:00 - 3:30pm

8:30 - 5:30pm

**AGES:**

Reception - Year 7

**THOMAS HARDING  
JUNIOR,  
CHESHAM,  
HP5 1LR**

**TIMES :**

9:00 - 3:30pm

8:30 - 5:30pm

**AGES:**

Reception - Year 7

**TRING SPORTS  
CENTRE,  
TRING,  
HP23 5JU**

**TIMES:**

9:00 - 3:30pm

8:30 - 5:30pm

**AGES:**

Reception - Year 7

**WE ACCEPT CHILDCARE  
VOUCHERS!**



Our Holiday Clubs keep children active, safe, and entertained throughout the school holidays.

Join us this Winter as we offer a wide range of fun activities, including sports, performing arts, and games, all at great value. There's something for every child to enjoy as they start 2026!

**Book now** for a holiday full of excitement!

**CLUBS ARE BETTER  
WITH FRIENDS!**



**TREAT YOUR FRIENDS  
TO 20% OFF...AND GET  
20% OFF TOO!**

\*Ts&Cs apply. Refer a friend discount on new bookings only.



Excellent



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# SHOUT OUT FOR CHRISTMAS JUMPERS!

We're collecting Christmas  
Jumpers this half term!



Please donate good or very good  
condition jumpers to the front office.  
Thank you!

# SHOUT OUT FOR DRESSING UP!

We're collecting costumes  
this half term!

Pirates • Princesses • Superheroes  
People Who Help Us • Role Play



Please donate good  
or very good condition  
costumes to the  
front office.  
Thank you!

We are also looking for the following:

Dolls/ dolls' clothes

Small world toys: range of vehicles; range of little people/ people who help us (firefighters, police officers, vet, doctor etc); animals (farm, zoo, safari)

Construction: Lego/ Duplo; blocks; magnetic tiles

Games: Jenga, Snakes and Ladders, OK play, Connect 4, Guess Who

Equipment: bean bags, soft balls, hoops

## Uniform Reminder & Lunchbox Guidelines

We kindly ask all families to ensure children are dressed in the correct school uniform each day. This includes **black school shoes only**—please avoid boots, slip-ons, or any other alternatives.

### Lunchbox Checks To support healthy eating and safety:

- Please do not include baby food pouches in lunchboxes.

While convenient, baby food pouches are not suitable for children aged 5 and up. At this age, children benefit from eating whole foods that encourage chewing, support oral motor development, and promote healthy eating habits. Pouches are often high in natural sugars and can contribute to tooth decay, especially when sipped over time. They also don't provide the same sensory experience as solid foods, which are important for developing a healthy relationship with food.

We encourage families to pack a variety of fresh, age-appropriate snacks such as fruit slices, vegetable sticks, cheese, crackers, or sandwiches to support your child's growth and learning.

- Double-check use-by dates on all food items—some have recently been over 20 days out of date, which poses a health risk.

Thank you for helping us maintain a safe and healthy school environment!



## PARK AND DRIVE RESPONSIBLY



We kindly ask for your continued support in keeping our school community safe by driving and parking respectfully and responsibly during drop-off and pick-up times.

Please remember to follow all road rules, avoid blocking driveways, and be mindful of local residents who live near the school. Most importantly, always prioritise the safety of our children by parking only in designated areas and avoiding stopping on or near pedestrian crossings or zigzag lines. We want to keep our children and families safe.

Some reminders:

- Do not mount the pavement (our school signs are placed there to avoid this)
- Do not perform U-turns
- Do not double park/ block resident's exits or pathways (we have residents, staff and children with disabilities who need access at all times)
- Do not leave engines running (we want our children to breathe in fresh air outside our school)
- Walk with your child on the pavements

Even better if you can walk, scoot or cycle to school!

Your cooperation helps ensure a safe and considerate environment for everyone. Thank you for doing your part to support our school and local community.





# Chartwells

So much more than fantastic food

Dear Parent / Guardian,

## **\*\*Meal Ordering & Cancellations\*\***

**Please see ordering timetable below.**

**All orders will need to be completed by midnight Sunday one week prior to the actual consumption week. Please see below**

Sickness - The parent needs to call the Chartwells Customer Care Line on 07818 944478 before 9am every day of the child's sickness. A credit is given from the second day onwards.

School trips and other cancellations – 48 hours' notice before 9am prior to the event, the parent needs to call the Chartwells Customer Care Line for the meal to be cancelled and a credit given.

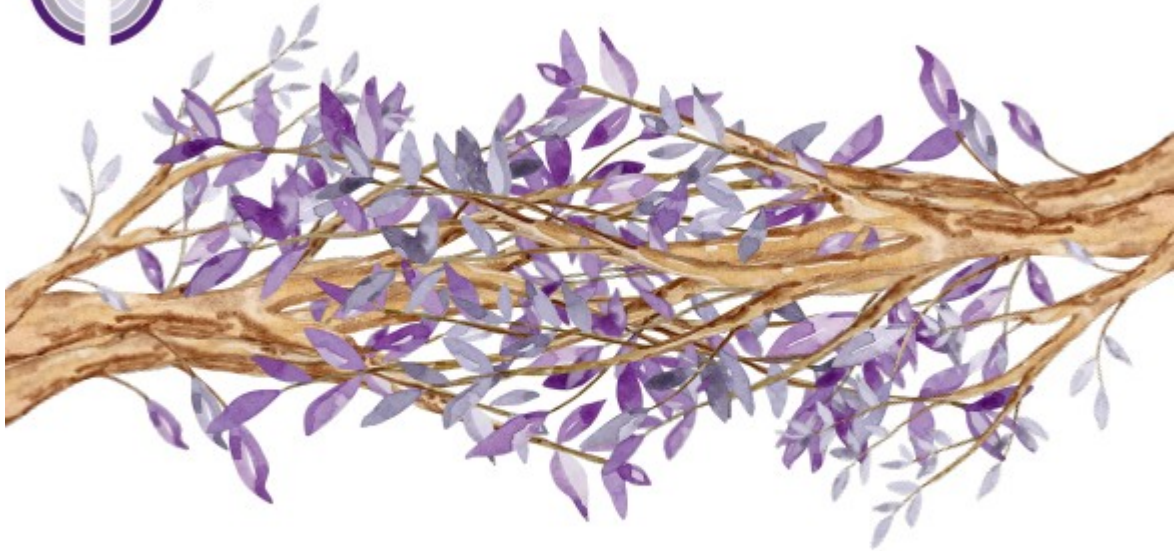
For all other enquires please email [creativekitchenadmin2@compass-group.co.uk](mailto:creativekitchenadmin2@compass-group.co.uk)

DEADLINE TO PLACE ORDER	FOR WEEK COMMENCING
SUNDAY 26 <sup>th</sup> October 2025	MONDAY 3 <sup>rd</sup> November 2025
SUNDAY 2 <sup>nd</sup> November 2025	MONDAY 10 <sup>th</sup> November 2025
SUNDAY 9 <sup>th</sup> November 2025	MONDAY 17 <sup>th</sup> November 2025
SUNDAY 16 <sup>th</sup> November 2025	MONDAY 24 <sup>th</sup> November 2025
SUNDAY 23 <sup>rd</sup> November 2025	MONDAY 1 <sup>st</sup> December 2025
SUNDAY 30 <sup>th</sup> November 2025	MONDAY 8 <sup>th</sup> December 2025
SUNDAY 7 <sup>th</sup> December 2025	MONDAY 15 <sup>th</sup> December 2025
SUNDAY 28 <sup>th</sup> December 2025	MONDAY 5 <sup>th</sup> January 2026
SUNDAY 4 <sup>th</sup> January 2026	MONDAY 12 <sup>th</sup> January 2026
SUNDAY 11 <sup>th</sup> January 2026	MONDAY 19 <sup>th</sup> January 2026
SUNDAY 18 <sup>th</sup> January 2026	MONDAY 26 <sup>th</sup> January 2026
Sunday 25 <sup>th</sup> January 2026	MONDAY 2 <sup>nd</sup> February 2026





Empowering Lives, Flourishing Together



## Our Trust Prayer

Gracious God,

You are the source of all wisdom and growth.

Thank you for empowering our lives  
through your boundless love.

Guide us to embrace inclusivity in our hearts,  
inspire us to serve others with compassion,  
and strengthen us to make a difference in our community.

May our spirits unite as we flourish together,  
living 'life in all its fullness'.

Amen.

Inclusivity    Community    Service    Empowerment

Living 'life in all its fullness' (John 10:10)

Earlier this year, ODBST invited children across all its schools to help create a special Trust prayer. We are delighted to share the final version with you — a wonderful piece shaped by the thoughts and contributions of many children from across the Trust.

