

17 April, 2026



Wicklewood Weekly

We hope you all enjoyed a restful Easter break and that the children have returned feeling refreshed and ready for the exciting term ahead. This week, pupils have been exploring our school values and focusing on our creative habit of being inquisitive – asking thoughtful questions, showing curiosity, and embracing new ideas in their learning.

We were really happy to welcome back Mr Garlinge this week! "Hello! I wanted to share a message with our Starling Class parents to introduce myself. I am Matt Garlinge and have just returned to Wicklewood Primary School after a year leave with having my fourth child. I work part-time, 2 days a week, and my role is Early Years Lead. I am super excited to be back working with our wonderful Early Years team and leading the development of our Nursery and Reception provision. I especially enjoyed meeting all the children on Tuesday and really look forward to getting to know them all this Summer Term. Please do come and say hello in the mornings or after school if you see me."

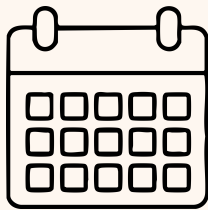
A huge thank you to all the fantastic volunteers who joined us on Tuesday to help plant over 200 trees as part of our Year of the Tree project. Your support made a real difference, and the children loved being part of something that will benefit our school community for years to come.





A big thank you to the Friends for organising the Easter egg hunt around the village. It has been lovely to hear all the children talk about going on the trail over their holiday!

Dates:



- 1 May-Year 3 Colchester Castle trip
- 4 May-Bank Holiday
- 11-14 May-Year 6 SATs week (No absence will be authorised during this week)
- 20 May- Sports Day
- 22 May-Year 4 West Stow Trip
- 25-29 May - May Half Term

Every Day Matters



It is a statutory requirement for children to attend school every day.

This week's winners are...
Starling Class with 100%!

SEND

Coming up in the next few months Family action have a number of courses, drop ins and online sessions available for free. Check out the information in the following pages.

Family action provide support and information for families with a variety of needs including neurodevelopmental needs such as ADHD and ASD, local services for food insecurity and many other areas.

If you or someone you know could benefit from advice and support please check out their resources and support page for more information.

<https://family-action.org.uk/get-support/>



Pastoral

During the holidays, the regular school day routine has probably been more relaxed.

Bed times may have been later and the morning alarm clock may have been turned off!

Going back to school after any break can present challenges for children, young people and even parents and carers.

Good routines help build good habits, ease anxious feelings, and reduce stress for young people and parents.

Below are a few tips on how to make the transition back into the school day routine.

<https://www.justonenorfolk.nhs.uk/school-life/resources-for-families/getting-back-into-school-routines/>

What Parents & Educators Need to Know about IMAGE-ALTERING FILTERS

From playful puppy ears on Snapchat to 'beauty mode' on TikTok, image-altering filters are now a routine part of how young people communicate online. While many are harmless, others subtly reshape people's faces and bodies. This can blur the line between reality and edited content, potentially influencing how children and young people see themselves and others.

WHAT ARE THE RISKS?

ALTERED BEAUTY STANDARDS

Many 'beauty' filters smooth skin, reshape facial features, or adjust body proportions. Over time, repeated exposure to these filters can shift a child's idea of what is 'normal' or attractive, creating unrealistic expectations about their own and others' appearances.

PRESSURE TO LOOK PERFECT

Filtered images can often attract more 'likes' and positive comments. This can encourage children and young people to rely on editing tools to gain others' approval, rather than feeling confident in their natural appearance.

LOW SELF-ESTEEM

Regularly viewing heavily filtered content can lead to comparisons with unrealistic images. This is linked to body dissatisfaction and reduced self-esteem, particularly among children and teenagers.

HIDDEN ADVERTISING

Some filters are linked to beauty products or trends, subtly promoting third-party brands. Children and young people may not recognise this as advertising, while also sharing personal data – such as facial images and usage habits – with apps and third parties.

BLURRED REALITY

As filters become more advanced and natural-looking, it can be difficult for children and young people to distinguish edited content from real life, especially when filters are used in everyday photos and videos.

SEXUALISED EDITS

Certain tools can make users appear older or more sexualised. This may attract unwanted attention, increase the risk of images being shared without consent, and expose young people to unsafe interactions.

Advice for Parents & Educators

START OPEN CONVERSATIONS

Talk regularly about filters, such as how they work and why people use them. Ask the children and young people in your care how filtered images make them feel and encourage honest discussion without judgement.

REINFORCE WHAT'S REAL

Help children and young people understand that filtered images are digitally altered and are not an accurate reflection of real life. Emphasise that they don't need to meet these artificial standards.

CHALLENGE 'PERFECT' POSTS

When viewing content together, gently point out the signs of editing, filters, or posing techniques. This builds critical thinking and helps children and young people question unrealistic images.

PROMOTE OFFLINE CONFIDENCE

Encourage activities that build self-worth beyond appearance, such as sports, hobbies, friendships, and creative interests, so that confidence isn't tied solely to online validation.

Meet Our Expert

Parven Kaur is a digital parenting expert and founder of Kids N Clicks, a platform dedicated to helping parents navigate the online world alongside their children. She is an expert contributor for Internet Matters, offering practical guidance on emerging online safety issues. Her insights have been featured by the BBC, The Telegraph, TalkTV, and other major media outlets, supporting families across the UK.



The National College

See full reference list on our website

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

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The Low Demand Approach Workshop

Join us for this **free online session**, which aims to help families to reduce the demands placed on the child and provide an environment that helps to minimise stress and anxiety.



Tuesday 21st April 2026

10:00am – 11:30am



No need to book.

Just join us on the day via Zoom using the following details:

Meeting ID: 966 4447 9930

Passcode: 400275

For more information you can contact us Monday to Friday 9-5pm on:



01603 972589



NorfolkandWaveney@family-action.org.uk



Family Action Norfolk & Waveney
Autism/ADHD Support Service.

www.family-action.org.uk



Costessey Drop-In Group APRIL 2026

Come and join us at our new support group, in association with Costessey Library.

Family Action Norfolk & Waveney Autism/ADHD Support Service supports families of children with neurodevelopmental differences.

If you have personal experiences with a child who is neurodivergent or have a child still awaiting assessment, come along to our 'drop in' session.

Come and meet our Family Support Workers who are happy to give you the time and space to bring any concerns you may have and can offer advice and support.

No diagnosis or booking required.

 norfolkandwaveney@family-action.org.uk

 01603 972589



New Group in Norwich:



Costessey Library
Breckland Road
Costessey
Norwich
NR5 0RW



Monday
27th April 2026

9:30am - 11:00am



family-action.org.uk



zoom

Norfolk and Waveney Autism/ADHD Support Service

CONDENSED Plan Bee - Online MAY 2026

Understanding and supporting your neurodivergent child or young person's needs.

A free online session for parents & carers (booking essential)

If you have been interested in attending our Plan Bee course but have found it difficult to find the time, we are now offering a condensed version of our Plan Bee course. This will be one three hour session only, on Zoom.

We hope this will be more suitable for working parents or for those with preschool children who find it difficult to attend a face to face course.

The aim of this course is to help parents and carers:

- Understand why their child or young person might become overwhelmed.
- Reflect on what might trigger certain distressed behaviours and how to implement pro-active and re-active strategies.
- Develop a support plan which they can share with other family members and schools to ensure a consistent approach.
- All behaviour is a form of communication. Our course supports parents to understand their child's individual needs and how to best support them.



**Tuesday
12th May**

9:30 to 12:30



Online - ZOOM

To book please provide the following details:

Your name
Child's name & DOB
Postcode
Telephone number
Email address



01603 972589



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Norfolk and Waveney Autism/ADHD Support Service

