

TERM DATES 2025 – 2026

SPRING TERM 2026

February Half Term 2026:

Break up: Fri 13th February
Return on: Mon 23rd February

Easter Holidays 2026:

Break up: Fri 27th March at 2.30pm
No wraparound care on this day
Return on: Mon 13th April

Friday 1st May is a non-pupil day
Monday 4th May is a Bank Holiday

May Half Term 2026:

Break up: Thurs 21st May
Fri 22nd May is a non-pupil day
Return on: Mon 1st June

Summer Holidays 2026:

Break up: Fri 17th July at 2.30 pm
No wraparound care on this day
Mon 20th July is a non-pupil day

TERM DATES 2026 – 2027

September 2026:

Return on: Thurs 3rd Sept
Tues 1st is a non-pupil day
Weds 2nd is a non-pupil day

October Half Term 2026:

Break up: Fri 23rd October
Return on: Mon 2nd November

Christmas Holidays 2026-27

Break up: Fri 18th December at 2.30pm
Return on: Tues 5th January
Monday 4th Jan is a non-pupil day

February Half Term 2027:

Break up: Fri 12th February
Return on: Mon 22nd February

Easter Holidays 2027:

Break up: Thu 25th March at 2.30pm
Return on: Mon 12th April

Friday 30th April is a non-pupil day
Monday 3rd May is a Bank Holiday

May Half Term 2027:

Break up: Thurs 27th May
Return on: Mon 7th June

Fri 28th May is a non-pupil day

Summer Holidays 2027:

Break up: Weds 21st July at 2.30 pm

Please note that after-school wrap-around care will not be available on the following dates:

Friday 27th March 2026
(last day of term - early finish)

Friday 17th July 2026
(last day of term - early finish)

Dear Parents, Carers and Friends

We began our first full week of term reflecting aptly on the theme of 'water' – we thought about the importance of water and explored the story of Jesus' baptism. We thought about how God is like water- nourishing us, providing for us, comforting us and sustaining us. There was real joy in simply being back together again in 2026, sharing prayer, learning and laughter after what was certainly not the start to term any of us had anticipated.



As you know, last week the school experienced an emergency closure for the first four days of term. This was due to having no water on site, which was later identified as being caused by extensive frozen pipework on the school roof that subsequently burst as temperatures rose. Managing a critical incident of this scale is incredibly challenging, but it has also been a powerful reminder of the strength of our school community.

I would like to offer my most sincere thanks to parents and carers. While the situation was understandably frustrating and inconvenient, the support, patience and kindness shown to the school was so generous and deeply appreciated.

There are also many people behind the scenes who worked tirelessly. Our Senior Leadership Team supported every communication, planned contingencies and completed risk assessments at pace. Teachers worked incredibly hard to provide remote learning through Seesaw, and it was heartening to see how well pupils engaged despite the disruption. Our support staff played a vital role in communications and emergency childcare provision, ensuring families were supported wherever possible.

We are also extremely grateful for the support of our Governors and the Rosary Trust, whose guidance and reassurance during a very pressured time was invaluable.

A very special thank you must go to FOST, who organised a Jungle Adventure Day, and an amazing and quite unexpected thank-you video. Watching it together in the staffroom was a moment of genuine encouragement and a joy for our staff.

The immediate issue was resolved through extensive pipe repairs on the roof. I have learned far more about plumbing than I ever expected – including spending a considerable amount of time on the roof myself! Even once repaired, it was a nervous weekend, with several visits back to school to ensure everything remained safe, secure and operational.

Looking ahead, future-proofing the site is now a key premises priority. The remaining pipework requires upgrades, including improved insulation, trace heating and additional safeguards. This will, inevitably, come at considerable cost so careful planning will begin behind the scenes.

This week, it has been truly wonderful to finally say Happy New Year properly to our families and to return to a sense of normality. "Back to normal" highlights have included: a wonderful Year 5 retreat day at Newhall School on Wednesday and selected pupils participating in an Archery Day at Marks Tey, and on Thursday Year 4 began their orchestra lessons, this year we are trialling a brass orchestra!

Finally, I would like to extend a warm welcome to our new caretaker, Mr Babatunde who you may have spotted on the gate in the mornings.

Thank you once again for walking alongside us with such generosity of spirit. In moments of challenge, our community shines brightest.

God bless, Mrs Maguire

Attendance Data

94% and below

94 - 97%

97% and above



	This week %
Reception	97.8
Year 1	100
Year 2	96
Year 3	99.4
Year 4	98.4
Year 5	95.2
Year 6	97.8
Whole School total:	97.8

EVERY
SCHOOL DAY
COUNTS

Well done to Year 1 for highest attendance this week!



Menus

Lunch Menu

Next week is Week 1

Wraparound Menu

Next week is Week 1

Nursery Snack Menu

Next week is Week 1

Please visit the school website to view the menus:

<https://www.st-teresas.essex.sch.uk/page/?title=Menus&pid=72>



Breakfast Club

Early Bird Breakfast club starts at 7.30am with food served until 8.30am.

Universal Free Breakfast Club opens at 8:15am with children escorted to class up till 8.45am

Breakfast club



School Meals

The dinner menus are available on the school website and via Seesaw



After School Club - 3.15 - 6.00pm

Places for the after-school club must be booked via your child's ParentPay account (or by contacting the office for nursery children).

The cost is £9 per child per session YR - Y6

£16.50 per nursery child per full session and £8.25 per nursery child per half session



Remember to check Seesaw and the website for useful information, letters and dates!

We are occasionally asked to promote activities/clubs etc. from local groups. Such activities are not quality assured by the school and parents should be aware of the need to reassure themselves of the quality and safety of the services on offer, for example by visiting, looking at inspection reports etc.

CPR Training

On Tuesday after school, several teachers took part in CPR training delivered by Essex and Herts air ambulance paramedics.

It is our intention that the children will also soon be trained (in an age appropriate way) to make them CPR smart!



St Teresa's Church First Holy Communion programme 2025/6

Sessions - 9.15am - 10.45 am St. Teresa's school (pick up from the church)

Communion

24/1/26 - We walk with Jesus

7/2/26 - We learn about the mass & We share God's word.

28/2/26- We give thanks & We remember and celebrate.

21/3/26- We share the bread of life

25/4/26 - Retreat 10 -2pm (children to bring a packed lunch) -

16/5/26 - Reconciliation session - times to be advised

First Holy communion rehearsal

Wednesday 3rd June 2026

6.00pm -Group 1 7.00pm-Group 2

June 7th 2026 First Holy Communion service -9am and 11am (in normal mass)

Going Forth Mass - June 14th @ 9.00am



Future tea/coffee session dates for your diary

Wednesday 11th March 9 – 10:30am

Visiting guest from Autism Anglia.

They offer free autism and ADHD support for families in the Colchester area.



SPACE offers free support to families of children and young people with SEND.

Delivered by peer educators – all parents and carers with lived experience.

Get support your way:

 in person – meet us at Local Offer roadshows, coffee mornings, and community events

April 22nd 1:30 – 3pm

Visiting guest from SPACE.

They will do a brief introduction about their services followed by an informal Q&A with and parents. They welcome any questions related to all aspects of SEND.

Thursday 2nd July 1:30 – 3pm

Visiting guest from Autism Anglia.



SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

Primary | January 2026

Understanding 'Brainrot' themed games on Roblox

Many children are talking about 'Brainrot' games on Roblox - a term that covers a group of viral, user-created experiences inspired by the online 'brainrot' meme. As a parent or carer, it helps to know what these games are, why they're popular and how you can help your child play safely.

What are 'Brainrot' themed games on Roblox?

'Brainrot' themed games on Roblox draw on a blend of surreal humour, meme culture and fast-paced gameplay. Players often see absurd characters - cartoonish, strange or AI-inspired and games tend to be chaotic, unpredictable and highly addictive.

The standout example is **Steal a Brainrot** - released in 2025 - where players collect or steal 'brainrots' (meme-style characters), build a base, compete with others and manage a sort of in-game economy.

Many other games follow the same meme-driven, chaotic style: sometimes offering milder, more structured play - but often still using rapid visuals, loud audio and unpredictable social dynamics. For primary-aged children especially, this mixture of silliness, peer hype and impulsive gameplay can be very appealing.

What parents and carers should be aware of

- **It can be too loud and fast-paced:** Games such as Steal a Brainrot move very quickly, have bright colours and loud sounds and involve stealing from other players. This can feel exciting at first but for some children it becomes overwhelming or upsetting.
- **It can be hard for children to stop playing:** The game encourages players to collect more 'brainrots' to move up levels. This can make children want to play for longer, spend more in-game money (Robux) and get frustrated if they lose.
- **Children may meet people they don't know:** Like many Roblox games, children can come across strangers, unkind behaviour or content that isn't suitable - even when the game looks harmless. This is why safety settings and supervision are so important.
- **Fun can quickly turn into stress:** The silly, fast humour can be enjoyable but losing items or having other players steal from them can cause upset or arguments. Some children get very emotional, especially if they feel left out or teased.

In this issue:

- Brainrot games
- Child-on-parent violence

SUPPORTING SAFE, BALANCED ROBLOX PLAY — WHAT PARENTS AND CARERS CAN DO

ASK WHICH GAME THEY'RE PLAYING AND EXPLORE IT TOGETHER



Don't assume all games are the same. Ask your child to show you the game - whether it's Steal a Brainrot or another - so you can understand what they like or find worrying. Shared exploration builds trust.

ADJUST ROBLOX SAFETY AND PRIVACY SETTINGS

- Activate safety tools
 - Set chat to "Friends Only" or limit messaging.
 - Disable voice chat for young children.
 - Require approval for friend requests and game invites.
 - Implement spending limits or parental PINs for Robux use.



ENCOURAGE PLAYING ONLY WITH KNOWN FRIENDS OR FAMILY

Suggest they only accept friends they know offline - or play in supervised sessions with siblings or parents. Remind them it's always okay to leave a game if it feels uncomfortable.



SET CLEAR, SHARED BOUNDARIES AROUND PLAY TIME & ENVIRONMENT

- Encourage playing in communal spaces (not bedrooms).
- Limit time on high-stimulus games like Brainrot - especially close to bedtime.
- Make sure screen time is balanced with quieter, creative or physical activities.



'Brainrot-games' is not a single title but a genre, the exact content and risks depend on which game a child plays - making it especially important for parents and carers to stay informed

SPOTLIGHT ON SAFEGUARDING

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

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.

What parents and carers can do - 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.



THE YARD PROJECTS'

YOUTH HOLIDAY CLUB

CHANGING
FUTURES

FEB HALF TERM

**CALLING ALL 10-16 YEAR OLDS COME AND TAKE ON THE 2-DAY CHALLENGE AT THE YARD PROJECT –
DESIGN, CONSTRUCT, AND CREATE LIKE A PRO
TWO DAYS. REAL TOOLS. REAL SKILLS. REAL FUN.**

ACTIVITY:

Join us to create a custom bird box or feeder. You'll have the chance to design, build, and finish your project – then mount it on a stand or attach it to a tree to help attract birds to your area.

DATE:

Tuesday & Wednesday -17th & 18th of FEB 2026

Time:

9:00AM-3:00PM

DRESS CODE:

Old clothes and trainers. (Steel Toecaps not required but can be worn)

LOCATION:

Futures Changing LTD,
Unit 12, Grange Way Business Park, CO28HF

IMPORTANT DETAILS:

CERTIFICATES ON COMPLETION!

SCAN ME



- Please arrive by 9:00am.
- Free breakfast options will be available for students before 9:30am.
- Breaks will be scheduled during the day, and students may go off-site for lunch if they have permission. A permission slip must be returned to TYP prior to attending.
- Any allergies must be disclosed before attending.
- Please ensure prompt pick-up at 3:00pm.
- All activities must be booked and paid for in advance. Students are required to commit to two days in order to complete their projects.

CONTACT US



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Unit 12, Grange way Business park, Colchester,
CO28HF



HOLMWOOD HOUSE
SCHOOL

You are invited to join us at our
upcoming events

Open Morning
Friday 27th February

Year 7 Experience Evening
Tuesday 3rd March

Book your place today

✉ admissions@holmwood.house

www.holmwood.house/admissions/visit-us/



INSPIRING INDIVIDUALS