



**Sut galla' i gefnogi fy mhlentyn?
How can I support my child?**



**Cyfnod Allweddol 4 /
Key Stage 4**



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Tîm Arwain CA4
KS4 Leadership Team

Pennaeth Cynorthwyol:
Assistant Headteacher:
Miss Rhiannon Rhys Jones



Arweinydd Cynnydd:
Progress Leader:
Miss Nia MacMillan

Hyfforddwr Dysgu:
Learning Coach:
Miss Megan Jones



Swyddog Ymddygiad:
Behaviour Officer:
Ms Nia Lloyd

Tîm Bugeiliol & Lles CA4
KS4 Pastoral and Wellbeing Support:



Mrs Angela Lloyd



Mrs Maria Williams





Y Prif Wahaniaethau / The Main Differences

Ffug-arholiadau
Arholiadau Allanol
Mock Exams
External Exams

Ffug-gyfweliadau
* **Profiad Gwaith**
Mock-interviews
* **Work Experience**

Rhai disgyblion angen
teithio i gampws
Llandrindod a/neu Coleg
am rai pynciau
Some pupils will need to
travel to the Llandrindod
campus and/or College
for some subjects

Paratoi at lwybrau
ôl-16
Preparing for post-
16 pathways

Digwyddiadau Ymadawyr (Bl.11):
Hwdis / *Dawns / Ffotograffau
Leavers' Activities (Yr.11):
Hoodies / * Prom / Photographs

Cyngor Gyrfaoedd
Careers Advice

* Pan nad oes cyfyngiadau Covid mewn lle / When there are no Covid restrictions in place



Supporting my child if I don't speak Welsh

Many new apps have been created to support the Welsh language and the use of the language within the home. Many parents and pupils are not aware of the choice that is now available for both learners and fluent speakers/readers of the language. Here is a selection that might be of interest to yourselves.

Simple-to-follow lessons and videos for pupils aged 4 to 15. Catch up and keep learning with short films, quizzes and practice activities in the classroom or at home.



Dictionaries

Ap geiriadur



Education Terms or **Termiadur Addysg** -If you require a specific term that is subject related e.g. Science, then this is the app for you



Urdd:

Fy Ardal. It looks at what is happening in your area as organised by the Urdd.



And during the Urdd Eisteddfod, the eisteddfod app is a necessity



News and Weather:

BBC Newyddion



S4C Tywydd (weather app)



Books and magazines

Welsh books app



Magazines app



Magazine app from Golwg



Music

Finally to those that wish to join in the singing of our National Anthem, 'Mae Hen Wlad fy Nhadau', how about the Sing for Wales app:



*A Wyddoch Chi?
Did You Know?*

Bilingualism strengthens cognitive abilities - bilingual people tend to be more creative and flexible. They can be more open-minded, and they also find it easier to focus on a variety of tasks simultaneously. And being able to speak two languages helps in other ways too...



Supporting my child if I don't speak Welsh

Our key message is don't worry if you can't speak Welsh with your children – there is a lot you can do to help your children speak and use the language. We want to ensure that all learners, regardless of the medium of their education, can continue to develop and use the language.

If you can encourage your children to use Welsh when speaking to friends, brothers or sisters or other family members who can speak Welsh, then it will help them maintain their skills.

In many areas of Wales, including Powys, the vast majority of children in Welsh-medium or bilingual nursery groups and schools come from non-Welsh-speaking homes. As a parent, the biggest help you can give your child is to encourage and praise them.

The teaching staff are experienced in supporting both pupils and parents. Your child's teachers will be more than happy to help you with your child's homework. However, research has shown that children who have to translate a task for their parents get a better understanding of the subject, as the process of translation actually reinforces the subject in the child's mind.

You can also help your children by encouraging them to engage in activities available through various media, e.g. listening to Welsh-language music, downloading Welsh-language apps, watching Welsh-language television programmes, using social media, e.g. Facebook and Twitter in Welsh. The important thing is that your children have contact with the language as often as possible.

*A Wyddoch Chi?
Did You Know?*

Contrary to popular belief, Welsh-medium education has a positive effect on the pupil's English and the simple aim is enable children to become fully fluent and confident in both English and Welsh. You can find further information and links to organisations providing activities for children and young people in Welsh on [Hwb](#).

Dyddiadau allweddol / Key dates



Nosweithiau Rhieni CA4 / KS4 Parents' Evenings:

Bl.11: 27/1/22 4-6:30pm

Bl.10: 3/2/22 4-6:30pm

Tymor yr Hydref / Autumn Term 2021

Wednesday 1st September 2021 to Friday 22nd October 2021

Hanner Tymor / Half-Term: Monday 25th October 2021 to Friday 29th October 2021

Monday 1st November 2021 to Wednesday 22nd December 2021

Non-Pupil Day Wednesday 1 September 2021

Tymor y Gwanwyn / Spring Term 2022

Tuesday 4th January 2022 to Friday 18th February 2022

Hanner Tymor / Half-Term: Monday 21st February 2022 to Friday 25th February 2022

Monday 28th February 2022 to Friday 8th April 2022

Non-Pupil Days: Tuesday 4 January 2022
Friday 8 April 2022

Tymor yr Haf / Summer Term 2022

Monday 25th April 2022 to Friday 27th May 2022

Hanner Tymor / Half-Term: Monday 30th May 2022 to Friday 3rd June 2022

Monday 6th June 2022 to 18th July 2022

Non-Pupil Days: Monday 25 April 2022
Monday 18 July 2022



Contacting the School – When and Who?

Yn union fel y mae'n anodd gwybod sut i gyflawni cydbwysedd rhwng cynnig gormod o gefnogaeth i'ch plentyn (a chael eich cyhuddo o ffysan) a'u gadael i ymbalfalu ac efallai methu, mae'r un mor anodd cyflawni cydbwysedd rhwng bod yn "rhiant orbryderus" a gadael i bethau fynd yn eu blaenau'n rhy hir am nad ydych am ymyrryd.

Mae'r gwaith tipyn haws os ydych yn dal ati i siarad â'ch plentyn ynglŷn â sut y mae pethau yn yr ysgol. Chi sy'n adnabod eich plentyn orau, ac os yw unrhyw agwedd o fywyd yr ysgol yn eu gofidio'n brahaus diau mai'r peth gorau yw bod yn orofalus ac ymyrryd yn gynnar trwy gysylltu â ni yn yr ysgol. Rydyn ni wedi creu rhestr e-byst athrawon a staff er mwyn i chi gysylltu â'r aelod o staff mwyaf priodol yn hawdd.



Just as it is hard to know how to achieve the balance between offering your child too much support (and being accused of fussing) and leaving them to flounder and perhaps fail, it is also hard to achieve the balance between becoming the 'over anxious parent' and letting things go on too long because you don't want to interfere.

The job is made much easier if you keep talking to your child about how things are at school. You know your children best, and if any aspect of school life is persistently distressing them it is probably best to err on the side of caution and intervene early by contacting us at the school.

We have created a comprehensive contact list so that your concerns can be directed to the most appropriate person.

Manylion Cyswllt Contact Details



Rôl/Role Cyfrifoldeb / Responsibility	Cyswllt / Contact	E-bost
Office / Admin. General administrative enquiries	Office / Admin	office@caloncy.mru.powys.sch.uk
Acting Assistant Headteacher responsible for overall wellbeing and safeguarding officer.	Miss Rhiannon Rhys-Jones	rhysonesr5@hwbcymru.net
Arweinydd Cynnydd CA4 KS4 Progress Leader Overall progress and Wellbeing	Miss Nia MacMillan	MacMillanN6@Hwbcymru.net
KS4 Pastoral Officer - Pastoral support work alongside the team to ensure the pastoral needs of your child are met.	Mrs Angela Lloyd	LloydA302@hwbcymru.net
Behaviour Officer – Monitors and tracks behavior and deals with general behavior concerns.	Ms Nia Lloyd	lloydn89@hwbcymru.net
Lost property, breakfast club and Red Box	Mrs M Kennedy	kennedym31@hwbcymru.net
Additional Learning Needs Coordinator - Coordinates support that is needed for students with additional learning needs	Mrs V Phillips	phillipsv22@hwbcymru.net
	Well-being Team	wellbeingB5@hwbcymru.net
	Pupil Wellbeing Ambassador	BCWellbeingambassadors5@Hwbcymru.net
	Parent Wellbeing Ambassador	Parentwellbeingambassador5@Hwbcymru.net

Manylion Cyswllt Contact Details



Rôl/Role Cyfrifoldeb / Responsibility	Cyswllt / Contact	E-bost
Learning Manager Literacy and Communication	Mrs A Nicholls	nichollsa47@hwbcymru.net
Learning Manager Mathematics and Numeracy	Dr A Bradshaw	bradshawa19@hwbcymru.net
Learning Manager Science and Technology	Mrs K Davies	daviesk1216@hwbcymru.net
Learning Manager Humanities	Mrs C Price	pricec293@hwbcymru.net
Learning Manager Expressive Arts	Mr R Bennett	bennettr57@hwbcymru.net
Learning Manager Health & Wellbeing	Mr G Pritchard	pritchardg66@hwbcymru.net
Curriculum Leader English, Literacy and Communication	Mrs M Edwards	edwardsm501@hwbcymru.net
Curriculum Leader Welsh First Language, Literacy and Welsh-medium education	Mrs B Price Mrs L Davies	priceb179@hwbcymru.net daviesl2111@hwbcymru.net
Curriculum Leader Science Mrs Donna Chester	Mrs D Chester	chesterd5@hwbcymru.net
Curriculum Leader Technology (plus ICT)	Miss S Cuthbertson	cuthbertsons8@hwbcymru.net
WBQ co-ordinator KS4	Mr S Evans	evanss1117@hwbcymru.net



At some point in your child's school career, they will come home and tell you they have a test or an exam. What can you do to help?

The secret to success is planning. You can help your child create a clear revision plan and help with different methods of revision so that they feel they have control over their work.

Sleep

It is important to have a good night's sleep before the exam, so encourage your child to go to bed early before an exam. Make sure they eat a good breakfast on the morning of the exam so that they have enough energy.



Creating the right environment

Ensure your child has an area to revise that is quiet and away from any distractions. Provide them with enough writing equipment. They will need these for formal exams, and don't forget a calculator!

Staying hydrated

The teenage body is made up of around 60% water. Not drinking enough water reduces productivity, both mentally and physically, and symptoms can include tiredness, confusion, reduced energy levels and the temptation to snack when not actually hungry (thirst is often mistaken for hunger).

REVISION

REVISION TIMETABLE						
MON	TUE	WED	THUR	FRI	SAT	SUN
Maths	English					
Biology	Spanish					
History						

Short breaks

Split revision sessions into small sections with short breaks, this work better than longer sessions.

Physical exercise

Encourage your child to do some physical exercise regularly. Walking in the fresh air can clear their head before the next revision session.

Establishing routine

Routine is important, not only when it comes to creating a revision timetable, but also for homelife in general. People respond well to routine and by creating regular activities at regular times, you are creating your own family rituals and traditions. Try to set breakfast, dinner, family time, family activities at similar times to create stability and familiarity. It can be difficult when everyone has their own schedule but it is worth having some anchor points throughout the week when you all get together



How can I help my child?

Exams are a stressful time for any young person. Mood swings and outbursts are more likely to occur during this period. Look out for other signs that your child may be struggling, including poor sleep patterns or a change in appetite or behaviour. It's worth preparing ways of supporting your child during exam weeks and thinking about how you will react and respond on the day if they don't get the result that they, or you, are hoping for.

These are things that can really make a difference:

1. Work with your child to find what revision style works for them.
2. Encourage your child to take revision breaks and find a balance between studying and doing things they find enjoyable and relaxing.
3. Make sure they are eating and drinking at regular intervals.
4. Encourage them to take some time after revising to wind down.
5. Reassure them – reinforce that you are and will be proud of them no matter what happens.
6. Remain positive and hopeful!
7. Plan a treat or an activity together to mark the end of the exams.
8. Set aside one to one time so that they can talk to you about any worries.
9. Let them know their feelings are valid and normal, but also offer support and solutions where possible.
10. Anxiety is often worst at night and this means it is useful to encourage good bedtime routine
11. Work with them to develop relaxation techniques.
12. If anxiety and stress start impacting their day-to-day life seek help from your GP.



How to manage a 'disappointing' results day

If your child, or you, are unhappy with exam results it can be tough to deal with. Here are some things that can help:

- If your child is happy to show you their results statement, you might find it helpful to have a look, just in case they have misread or misunderstood, or overlooked something.
- Accept their feelings, whatever they are – disappointment, anger, embarrassment, bravado. Their feelings are neither right nor wrong, they just are. Don't offer immediate judgement, or solutions, or even reassurance – there will be plenty of time for conversations later.
- Reflect back how they are feeling to show you have understood, for example, "I can see you're disappointed with the Maths result."
- Let them know you love them through highs and lows. Big hugs are good (although probably very embarrassing in public).
- Show you're on their side - it could be something small like getting their favourite snack.
- Give yourself some breathing space and time to reflect.
- Ask the school to help your child explore any possible next steps, such as including re-takes, re-marking, alternative courses.
- If your child is disappointed with their results, they might also be embarrassed. Agree with your child how they want their results discussed with family and friends, if at all.



Talking to your teen about their future

It can be tricky to get teens to talk about anything, especially what they might want to do next. However, it is important they think about their future, what they might like to achieve and what they need to do now so they can get themselves on the right track. This is even more relevant this year, with Covid-19 making us feel as if we have to wait until things get back to “normal” before looking ahead – we mustn’t!

To help you, here are ten tips on how to talk to your teen about their future.

- 1. Accept their idea of a success may be different to yours**
- 2. It’s fine if they’re not sure on a career route yet**
- 3. Try not to make the decisions for them**
- 4. Encourage them to pursue a career in something that they enjoy**
- 5. Help them with their career choices – If they are not academic it should not be a barrier to success, there is usually more than one way to reach a destination.**
- 6. Encourage them to explore all their options**
- 7. Let them know it’s ok to change their mind**



Beth yw opsiynau eich plentyn ar ôl TGAU?
What are your child's options after GCSEs?

Prentisiaeth /
Apprenticeship

6^{ed} YCC /
YCC 6th
Form

Y Byd Gwaith
/ The World
of Work

Darparwr 6^{ed}
Arall /
Another 6th
Form Provider

Coleg /
College

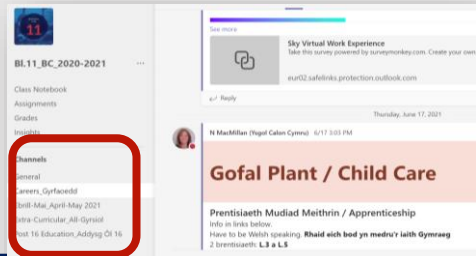
Cymorth / Help and Support:

- **Anne Jones** (Cyngorydd Gyrfa / Careers Adviser)
Mae Anne yn cwrdd a disgyblion yn ystod CA4. Hefyd bydd hi ar gael ar nosweithiau allweddol i gynghori rhieni /
Anne meets with pupils during KS4. She will also be available on key evenings to advise parents.

Gwefan Gyrfa Cymru / Careers Wales Website:
gyrfacymru.llyw.cymru careerswales.gov.wales

- **Caiff gwybodaeth ei phostio'n rheolaidd ar TEAMS y disgybl yn ystod CA4 / Information will regularly be posted on pupils' TEAMS during KS4:**

e.e/e.g



Gwnewch yn siŵr eich bod wedi logio mewn i Go4Schools. Ar y wefan hon gellir tracio cynnydd, presenoldeb ac ymddygiad eich plentyn (ymddygiad da a drwg). Ceir modiwl gwaith cartref hefyd lle y gellir darparu mwy o ddogfennau / manylion i gefnogi tasgau gwaith cartref lle bo angen.

Please ensure that you have logged on to Go4Schools. Here you will be able to keep track of your child's attendance, progress and behaviours (both positive and negative). There is also a homework module where staff will provide more detail / supporting documents where applicable to the homework task.



How to set your parental password for Go4Schools

1. Make sure you have returned your Go4Schools slip with your up to date email on
2. Go to www.go4schools.com
3. Click on the 'Parents' button



Pam mae Presenoldeb Ysgol Mor Bwysig?



Mae Ysgol Calon Cymru wedi ymrwymo i weithio gyda disgyblion a'u teuluoedd i sicrhau presenoldeb ardderchog yn yr ysgol. Rydym yn annog pob myfyriwr i fynychu'r ysgol yn brydlon bob dydd, ac anelu at bresenoldeb o 100%, er mwyn sicrhau eu bod yn elwa i'r eithaf ar eu haddysg.

Mae eich plentyn yn manteisio
i'r eithaf ar bob cyfle dysgu



95%–100%

Siawns Orau o
Lwyddo

Boddhaol, ond efallai y bydd
rhaid i'ch plentyn dreulio amser
yn dal i fyny â'r gwaith



90%–95%

Wedi colli o leiaf 2
Wythnos o Ddysgu

Gall fod eich plentyn ar risg o
dangyflawni ac efallai y bydd
angen cymorth ychwanegol
gennych chi i ddal i fyny â'r
gwaith



85%–90%

Wedi colli o leiaf 4
Wythnos o Ddysgu

Mae presenoldeb gwael eich
plentyn yn effeithio'n sylweddol
ar ddysgu



80%–85%

Wedi colli o leiaf
5½ Wythnos o Ddysgu

Mae eich plentyn yn colli allan ar
addysg eang a chytbwys, ac
rydych chi ar risg o gael eich
erlyn



75%–80%

Wedi colli o leiaf 7½
Wythnos o Ddysgu

Ar y Trywydd

Ar Risg

Oddi ar y Trywydd

Cwestiynau Cyffredin ar Bresenoldeb Ysgol



Pam mae presenoldeb ysgol mor bwysig?

Mae presenoldeb rheolaidd yn yr ysgol yn rhan bwysig o roi i blant y dechreuad gorau posibl mewn bywyd. Gall disgyblion sy'n absennol o'r ysgol yn aml fod ar ei hôl hi gyda'u gwaith a heb wneud cystal mewn arholiadau.



Beth ydw i'n gwneud os fydd fy mhlentyn yn absennol o'r ysgol?

Os bydd eich plentyn yn absennol o'r ysgol am unrhyw reswm ffoniwch yr ysgol i roi gwybod i ni ar bob dydd yr absenoldeb.

Campws Llanfair ym Muallt: 01982 553 292
Campws Llandrindod: 01597 822 992

Pam mae presenoldeb Go4Schools fy mhlentyn yn is nag y dylai fod?

Gall presenoldeb eich plentyn ar Go4Schools ymddangos yn is nag y mae mewn gwirionedd oherwydd system godio Llywodraeth Cymru ar gyfer 3ydd a 4ydd Medi pan oedd grwpiau blwyddyn rhannol yn bresennol yn yr ysgol. Fe fydd yn ymddangos fel absenoldeb awdurdodedig ar bresenoldeb eich plentyn.



Presenoldeb Attendance Matters



Beth ddylwn anelu ato a pham bod presenoldeb mor allweddol i addysg fy mhlentyn?
Fel rhiant/gwarchodwr rydych yn dymuno'r gorau i'ch plentyn. Mae sicrhau addysg dda yn ffactor hollbwysig wrth greu mwy o gyfleoedd i bob unigolyn wrth iddynt wynebu'r dyfodol. Mae ymchwil yn dangos:

Gall canlyniadau arholiadau siomedig gyfyngu ar opsiynau pobl ifanc

Bod disgybl sy'n colli diwrnod o addysg bob wythnos yn colli gyfwerth â dwy flynedd o'i addysg yn y pendraw

Anelir at bresenoldeb o 97% neu mwy

Mae presenodeb isel yn awgrym i golegau a chyflogwyr bod y disgybl yn annibynadwy

Bod gan 90% o bobl ifanc sydd â chyfradd presenodeb yn is na 85% yn methu a chyrraedd pump neu fwy o gymwysterau TGAU, ac mae traean yn gadael heb gymwysterau o gwbl



Why is School Attendance So Important?



Ysgol Calon Cymru is dedicated to working with pupils and their families to secure excellent attendance to school. We encourage every student to attend school on time every day, and aim for 100% attendance, to ensure that they gain the most from their education.



Frequently Asked Questions on School Attendance



Why is school attendance so important?

Regular school attendance is an important part of giving children the best possible start in life. Pupils who miss school frequently can fall behind with their work and do less well in exams.



What do I do if my child is going to be absent from school?

If your child is going to be absent from school for any reason please ring the school to inform us on each day of absence.

Builth Campus: 01982 553 292

Llandrindod Campus: 01597 822 992

Why is my child's Go4Schools attendance lower than it should be?

Your child's attendance may appear lower than it actually is on Go4Schools due to the Welsh Government's coding system for the 3rd & 4th Sept when only partial year groups were present in school. This will appear as an authorised absence on your child's attendance.





Why is high attendance important to my child's education?

As a parent/carer you want the best for your child/children. Having a good education is an important factor in opening up more opportunities in adult life. Research suggests that:

Poor examination results limit a young person's options and poor attendance suggests to colleges and employers that a student is unreliable

A child who is absent a day of school per week misses an equivalent of two years of their school

97% or higher ensure success at the end of the key stage

An estimated 1 million children take at least one half day off a year without permission

90% of young people with absence rates below 85% fail to achieve five or more good grades at GCSE, and around a third achieve no GCSEs at all



GWISG YSGOL / SCHOOL UNIFORM

Gofynnwn i chi gefnogi ein polisi gwisg ysgol yn llawn. Os oes unrhyw bryderon mewn perthynas â gwisg ysgol, rhowch wybod i ni.
As parents we ask that you fully support our school uniform policy. If there are any concerns in relation to school uniform please let us know.

Dylai disgyblion blwyddyn 7-11 wisgo'r wisg ysgol.

Rydym yn gosod ac yn ymdrechu i gynnal safonau uchel o wisg ysgol .

Pupils in year 7-11 should wear the school uniform.

We set and endeavour to maintain high uniform standards for all pupils.



Tei Calon
Cymru gyda
chlip /
traddodiadol.
Calon Cymru
Tie
Clip on/
traditional

Crys plaen llewys
hir neu fyr.
Long or short
sleeved plain
white shirt.

- *Trowsus du neu glas tywyll (nid yw trowsus cargo, jîns neu jeggings yn dderbyniol) neu sgert ddu / glas tywyll smart/teilwredig hyd at y pen-glin.*

- Smart black or navy trousers (cargo, combat, jeans and jeggings styles are not acceptable) or smart black or navy knee length skirt (jersey tube skirts are not acceptable).
- *Sanau tywyll* Dark socks (black opaque tights may be worn)
- *Esgidiau du plaen (nid yw esgidiau gyda logos / lliw yn dderbyniol)* Plain black footwear (coloured trim, laces and any printed designs/logos/symbols are not acceptable).



Siwmpwr ysgol nefi
/ cardigan gyda
logo'r ysgol.
Navy school
jumper / cardigan
with school logo.

GWISG YMARFER CORFF / PE KIT

Crys polo Ymarfer Corff yr Ysgol neu grys rygbi llewys hir. Hwdi Ysgol YCC.
School PE Polo shirt or long sleeve rugby top. School YCC Hoody.

Trowus byr
neu drowsus
loncian du.
Black shorts
or joggers.



Ar gael o: / All available from:

Performance Clothing
5 Heart Of Wales Business
Park
Llandrindod Wells
Powys
LD1 5AB

Oriau / Hours:

Dydd Llun I Dydd Gwener
Monday—Friday:
9:00AM—5:00PM

Rhif Ffon:

Telephone Number:
01597 822884

Order online:

www.uniformbypc.co.uk



Supporting Children and Young People

As well as thinking about children or young people in your care, it is important to take care of your own mental health and wellbeing. When parents and carers deal with a situation calmly and confidently, they can provide the best support for their children and young people.

Key actions to supporting your child or young person's mental health and wellbeing:

- **Listen to and acknowledge their concerns**—look out for any changes in their behavior, they rely on you to interpret their feelings.

<https://mindedforfamilies.org.uk/> is a free online educational resource on children and young people's mental health for all adults, which can support parents and carers through these exceptional circumstances.

- **Provide clear information about the situation**—one of the best ways to help your child feel safe is by talking openly about what is happening and providing honest answers to any questions, using words and explanations that they can understand.

The Children's Guide to Coronavirus <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/03/cco-childrens-guide-to-coronavirus.pdf> may help you provide clear and appropriate information.

- **Be aware of your own reactions**—try and remain calm, speak kindly, and answer any questions honestly.

For further information on how to look after your own mental wellbeing during the pandemic, see the guidance on how to look after your own mental health: <https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing>.



Supporting Children and Young People

- **Connect regularly**—if it is necessary for you and your children to be in different locations to normal, make sure you still have regular and frequent contact via phone or video calls. Try to help your child understand what arrangements are being made for them and why, in simple terms.
- **Support safe ways for children and young people to connect with their friends**—maintain social distancing; if that isn't possible they can connect online or via phone or video calls.

For more advice on helping your children stay safe online, see this guidance on staying safe online during the coronavirus (COVID-19) pandemic using:
<https://www.gov.uk/guidance/covid-19-staying-safe-online#parents>

- **Maintain a routine**— routine gives a child and young people an increased feeling of safety in the context of uncertainty, so think about how to develop a new routine, even within these changing times. Try to have a plan for each day, and for the week. Ensure there is time for learning, playing and relaxing. Encourage a balance of time on and off line. Keep regular bedtimes.

Did You Know?

Teenagers who have stable, trusting and open relationships with their parents are better equipped to develop independence and grow into responsible adults. They're also more likely to be successful at handling risky situations like smoking, alcohol and other drug use, and sexual activity.

Staying connected: you and your teenage child



Positive relationships and staying connected

In adolescence parents and children often begin to spend more time apart. It's natural for teenagers to explore relationships with friends and other people outside their families. But **your child still needs a strong relationship with you** to feel safe and secure as they meet the challenges of adolescence.

Staying connected with your teenage child is about **building closeness** in your relationship by being available and responsive to your child.

If you stay connected with your child, you'll be in a good position to pick up on any problems that your child might be having. Your child is also more likely to come to you with problems.



Casual connecting with your child

Casual connecting is a way of using everyday interactions to build closeness and positive relationships. The best opportunities for casual connecting are when your child starts a conversation with you – this generally means they are in the mood to talk.

Tips for casual connecting:

- Stop what you're doing and focus on the moment. Even for just a few seconds, give your child your full attention. Connecting works best when you send the message that right now, your child is the most important thing to you.
- Look at your child while they're talking to you. Really listen to what they are saying. This sends the message that what they say is important to you.
- Show interest. Encourage your child to expand on what they are saying, and explore their views, opinions, feelings, expectations or plans.
- Listen without judging or correcting. Your aim is to be with your child, not to give advice or help unless they ask for it.
- Just be there – for example, you might be in the kitchen when your child is in their bedroom. Teenagers benefit just from knowing that you're available.
- You can also actively try to create opportunities for casual connecting, but don't push it if your child doesn't want to talk. Trying to force a conversation can lead to conflict and leave the two of you worse off.

Staying connected: you and your teenage child



Planned connecting with your child

This involves scheduling time to do things with your child that you both enjoy. Busy lives and more time apart can make it difficult to spend fun time together. That's why you need to plan it. Teenagers aren't always enthusiastic about spending time with their parents, but it's worth insisting that they do – at least sometimes.

Tips for planned connecting

- Schedule time together. You need to find a time that suits you both.
- Let your child choose what you'll do, and follow their lead. This will motivate them to want to spend time with you.
- Concentrate on enjoying your child's company. Try to be an enthusiastic partner and actively cooperate with what your child is doing – the activity itself is less important than shared fun and talking with your child.
- Keep trying and stay positive. At first, your child might not be as keen as you to take part in these activities, but don't give up. Keep planned times brief to begin with, and your child will come to enjoy this time with you.



Overcoming obstacles to connecting

Making the most of everyday opportunities to connect – like chatting while you're driving – can help you get over this hurdle. If your child is reluctant to spend scheduled time with you, you could try the following:

- Keep it brief to begin with – try a cup of coffee at a favourite café after school, for example.
- Let your child choose the activity – even if you do have to sit through a teenage romantic comedy or action movie!
- Don't give up – it might take a little while but the more time you spend together, the more you can both relax into it.
- You and your child might feel closer if you make the most of casual conversations during the day. Every little chat is an opportunity to listen and talk in a relaxed, positive way.
- If you're kind and considerate with your child, this can help create goodwill and positive feelings. Often, simple things make a big difference – for example, saying please, giving hugs, pats on the back, knocking before entering a bedroom, cooking a favourite meal, providing treats or surprise fun activities.

And when you feel like you're the one doing all the work, try to remember that this phase will usually pass.



Brain development: teenagers



Did You Know?

Have you noticed that sometimes your child's thinking and behaviour seems quite mature, but at other times your child seems to behave or think in illogical, impulsive or emotional ways? The back-to-front development of the brain explains these shifts and changes – teenagers are working with brains that are still under construction.

Teenage brain development: the basics

Children's brains have a massive growth spurt when they're very young. By the time they're six, their brains are already about 90-95% of adult size. The early years are a critical time for brain development, but the brain still needs a lot of remodelling before it can function as an adult brain.

This brain remodelling happens intensively during adolescence, continuing until your child is in their mid-20s. Brain change depends on age, experience and hormonal changes in puberty.

Inside the teenage brain

Adolescence is a time of significant growth and development inside the teenage brain.

The main change is that unused connections in the thinking and processing part of your child's brain (called the grey matter) are '**pruned**' away. At the same time, other connections are strengthened. This is the brain's way of becoming more efficient, based on the 'use it or lose it' principle.

This pruning process begins in the back of the brain. The front part of the brain, the prefrontal cortex, is remodelled last. The prefrontal cortex is the decision-making part of the brain, responsible for your child's ability to plan and think about the consequences of actions, solve problems and control impulses. Changes in this part of the brain continue into early adulthood. Because the prefrontal cortex is still developing, teenagers might rely on a part of the brain called the **amygdala** to make decisions and solve problems more than adults do. The amygdala is associated with emotions, impulses, aggression and instinctive behaviour.



Brain development: teenagers



Building a healthy teenage brain

The combination of your child's unique brain and environment influences the way your child acts, thinks and feels. For example, your child's preferred activities and skills might become 'hard-wired' in the brain.

How teenagers spend their time is crucial to brain development. So it's worth thinking about the range of activities and experiences your child is into – music, sports, study, languages, video games. How are these shaping the sort of brain your child will take into adulthood?

You're an important part of your child's environment. How you guide and influence your child will be important in helping your child to build a healthy brain too.

You can do this by:

- encouraging positive behaviour
- promoting good thinking skills
- helping your child get plenty of sleep.



Sleep and teenage brain development

During adolescence, sleep patterns change because of hormonal changes in the brain. But children still need plenty of sleep for their overall health and development, including their brain development.

These tips can help your child get the sleep they need:

- Ensure your child has a comfortable, quiet sleep environment.
- Encourage 'winding down' before bed, away from screens including phones.
- Encourage your child to go to bed and wake up at regular times each day.
- Encourage your child to get **8-10 hours of sleep** each night.

Did You Know?

Teenagers are often passionate about their interests, especially ones that give them opportunities to socialise. You can help your child develop skills and confidence by supporting your child's interests, activities and hobbies.



Brain development: teenagers



Behaviour strategies for teenage brain development

While your child's brain is developing, your child might:

- choose high-risk activities or risky behaviour
- express more and stronger emotions
- make impulsive decisions.

Here are some tips for encouraging good behaviour and strengthening positive brain connections:

Let your child take some healthy risks. New and different experiences help your child develop an independent identity, explore grown-up behaviour, and move towards independence.

Offer frequent praise and positive rewards for desired behaviour. This reinforces pathways in your child's brain.

Provide boundaries and opportunities for negotiating those boundaries. Young people need guidance and limit-setting from their parents and other adults.

Emphasise the **immediate and long-term consequences** of actions.



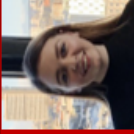





Talk through decisions step by step with your child. Ask about possible courses of action your child might choose, and talk through potential consequences. Encourage your child to weigh up positive consequences or rewards against negative ones.

Encourage empathy. Talk about feelings – yours, your child's and other people's. Highlight the fact that other people have different perspectives and circumstances. Reinforce that many people can be affected by one action.



Outside Agencies

Read the information below to find out about the outside agencies that work closely within school:

		Counselling Service	A counselling service that brings together emerging technologies with innovation in clinical practice and evaluation to create new models of care in mental health. Contact Louise Greenwood for more support: louise.greenwood@xenzone.com
Jess Worthington		Youth Intervention Worker	Pupils can receive support for reasons such as self-esteem, friendships, attendance, behavior and mental health. We play games, chat and learn new skills such as emotional literacy, anger management and resilience. Contact the Wellbeing Team for a referral.
Jess Metcalf		Schools Based Youth Worker	Facebook: schoolyouthworker Instagram: jessschoolyouthworker Mobile: 07929837233 Email: jess.metcalf@powwys.gov.uk
Tara Evans		Credu (Young Carers)	Call: 01597823800 Email: careers@credu.cymru Facebook: www.facebook.com/creducarers Website: www.credu.cymru
CAIS		Registered charity providing personal support.	A charity that helps people who are having problems with addictions, mental health, personal development and employment. Wide range of resources available. Contact the Wellbeing Team for a referral.
Sarah Davies		Youth Intervention Worker	Pupils can receive support for reasons such as self-esteem, friendships, attendance, behavior and mental health. We play games, chat and learn new skills such as emotional literacy, anger management and resilience. Contact the Wellbeing Team for a referral.
Karen Lynch		School Nurse	Pupils can talk to Karen about any health issues that they have. Go to http://www.powwyshb.wales.nhs.uk/school-nursing for more information. Referrals made through the Wellbeing Team.

Gwefannau defnyddiol / Useful Websites



Cylchlythyr diweddaraf Schoolbeat www.schoolbeat.org sy'n cynnwys rhai awgrymiadau i Rieni i gadw eu plant yn ddiogel tra ar-lein.

Cylchlythyr diweddar....wedi'i anelu at Rieni/Gofalwyr:

<https://schoolbeat.cymru/fileadmin/public/newsletters/Cylchlythyr-Schoolbeat-Rhif18.pdf>



Schoolbeat's www.schoolbeat.org most recent newsletter which covers some tips for Parents to keep their children safe whilst online

Newsletter for Parents/Carers;

<https://schoolbeat.cymru/fileadmin/public/newsletters/SchoolBeat-Newsletter-No18.pdf>

DEAR PARENT...

<https://www.letitriipple.org/dearparent>

Rhai gwefannau / adnoddau defnyddiol:

Some other useful websites/resources:

[TiKTok – Parents Safety Centre](#)

[NSPCC – TikTik and top tips for staying safe](#)

[South West Grid for learning](#)

[Safer Internet Centre](#)

[Internet Matters](#)

[GetSafeOnline](#)

[Online Bullying](#)

KEEP YOUR KIDS
SAFE Online



Yr asiantaethau cymorth y mae'r Heddlu'n gweithio gyda yw:

The support agencies the Police work with are:

www.actionforchildren.org.uk

www.MeicCymru.org

www.thinkuknow.co.uk

www.talktofrank.com

www.cais.co.uk



FRANK

0800 77 66 00 talktofrank.com
Friendly, confidential drugs advice



How to help your child to be safe online

- 1** Don't block all access to technology. Help your child learn to use tech **safely and positively**.
- 2** Take an **interest** in your child's favourite apps or sites. Co-view or co-create at times.
- 3** Be the parent. You're in charge. Set **boundaries** and consider using filtering software.
- 4** Create a family media **agreement** with tech free zones such as cars, bedrooms, and meals.
- 5** Teach your child what **personal information** they should not reveal online (YAPPY acronym).
- 6** Help your child learn to **filter** information online and navigate fact from fiction.
- 7** Navigate digital **dilemmas** with your child. Avoid using devices as rewards or punishments.
- 8** **Balance** green time and screen time at home. Focus on basic developmental needs.
- 9** Don't support your child to sign up for sites with **age restrictions** (e.g. 13+) if they're underage.
- 10** **Learn more:** Explore reliable resources for parents so you can educate yourself.

Podlediadau Llesiant

Fearne Cotton 'Happy Place'



Dr Rangan Chatterjee 'Feel Better, Live More'



Curious 'Nothing Much Happens: Bedtime Stories to Help You Sleep'



Ffeindwch ddolennau i'r podlediadau hyn ar wefan yr ysfold:
<https://www.ysgolcalon.cymru/wellbeing>

Wellbeing Podcasts

Fearne Cotton 'Happy Place'



Dr Rangan Chatterjee 'Feel Better, Live More'



Curious 'Nothing Much Happens: Bedtime Stories to Help You Sleep'



Find links to these podcasts on our school website at:
<https://www.ysgolcalon.cymru/wellbeing>

Apiau Ffôn

Calm Harm (lleihau'r awydd i hunan-niweddi)



Catch it (rheoli meddyliau negyddol)

Chill Panda (ymarferion anadlu)



Student Health (lleihau pryderon)

Phone Apps

Calm Harm (reduces urges to self-harm)



Catch it (manage negative thoughts)

Chill Panda (breathing exercises)



Student Health (reduce worries)