

One Family in Christ

St John the Baptist RC Primary School

Headteacher: Mrs L. Campbell

Newsletter

24th April 2026

We've enjoyed a lovely week in the sunshine, with children making the most of the warmer weather at lunch and playtime, playing volleyball, basketball, skittles and football outside!

A reminder to our nursery parents to please accept your child's Reception place via the online portal. If you need any support with this process, don't hesitate to come into the school office where we'll be happy to help.

#onefamilyinchrist
☺ Mrs Campbell



<https://www.stjohnthebaptist.stoccat.org.uk/key-information/iam-inclusive-school-award/>

Head-teacher awards	Qualities of the class 'woman of the Bible'	Celebration of Talent spotting
Nursery (Jochabed)	Rosy-May	Tabitha Isio
Reception (Miriam)	Nurgis	Deborah Joshua
Y1 (Elizabeth)	Abeeha	Rumaisa Kore
Y2 (Prisca)	Keyla	Gabriel Nathaniel
Y3 (Sheba)	Racheal	Jannat Lincoln
Y4 (Deborah)	Chisom	Milene Mohammed Yusuf
Y5 (Esther)	Naomi	Anaiya Agozie
Y6 (Lydia)	Umar	Nari Haram

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Attendance: week beg 20.4.26	98.3	93.7	95.2	100	97.3	99	98.3

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Catholic Life

Gospel: Luke 24:13-35

On that same day two of Jesus' followers were going to a village named Emmaus, about eleven kilometres from Jerusalem, and they were talking to each other about all the things that had happened. As they talked cognise him. Jesus said to them, "What are you talking about to each other, as you walk along?"

They stood still with sad faces. One of them, named Cleopas, asked him, "Are you the only visitor in Jerusalem who doesn't know the things that have been happening there these last few days?" "What things?" he asked. "The things that happened to Jesus of Nazareth," they answered. "This man was a prophet and was considered by God and by all the people to be powerful in everything he said and did. Our chief priests and rulers handed him over to be sentenced to death, and he was crucified. And we had hoped that he would be the one who was going to set Israel free! Besides all that, this is now the third day since it happened. Some of the women of our group surprised us; they went at dawn to the tomb, but could not find his body. They came back saying they had seen a vision of angels who told them that he is alive. Some of our group went to the tomb and found it exactly as the women had said, but they did not see him."

Then Jesus said to them, "How foolish you are, how slow you are to believe everything the prophets said! Was it not necessary for the Messiah to suffer these things and then to enter his glory?" And Jesus explained to them what was said about himself in all the Scriptures, beginning with the books of Moses and the writings of all the prophets.

As they came near the village to which they were going, Jesus acted as if he were going farther, but they held him back, saying, "Stay with us; the day is almost over and it is getting dark." So he went in to stay with them. He sat down to eat with them, took the bread, and said the blessing; then he broke the bread and gave it to them. Then their eyes were opened and they recognised him, but he disappeared from their sight. They said to each other, "Wasn't it like a fire burning within us when he talked to us on the road and explained the Scriptures to us?"

They got up at once and went back to Jerusalem where they found the eleven disciples gathered together with the others and saying, "The Lord is risen indeed! He has appeared to Simon!" The two then explained to them what happened on the road, and how they had recognised the Lord when he broke the bread.

Our eyes can be opened, just like the disciples in this story. If we take the time to get to know others, to share food with them, perhaps we will come to see Christ in these people, our brothers and sisters, who are part of God's family around the world.

Love of learning and playing together. One community, aiming high, helping each other and praying together. On our journey with Christ.

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The Importance of Attendance

Our attendance this week is **96.8%** which is fantastic!

Last 5 days (17 April 2026 to 23 April 2026)



Overall attendance %

96.8%

Overall absence %

3.2%

Unauthorised absence %

1.2%

Our attendance this year so far is **96.4%**



Current academic year up to Thursday 23 April 2026

Number of pupils

228

Overall attendance %

96.4%

Overall absence %

3.6%

Unauthorised absence %

1.1%

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Parental support: school avoidance

At The National College, our **WakeUpWednesday** guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the home or at school. A child may have caring responsibilities at home, for instance, or a challenge in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include tummy aches, headaches, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far-reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or intervention. This involves a consistency of approach from both home and school, creating better outcomes for the child.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and spent away from screens can also give children much needed predictability and familiarity. Schools can help create a timetable routine for the child's school day, if required.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Williams has a deep understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.

Source: See full reference list on guide page at: nationalcollege.com/guides/school-avoidance

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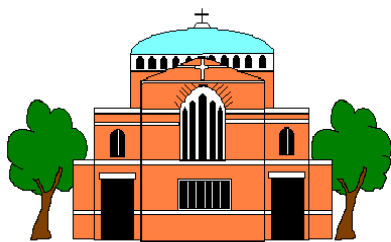
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Parental support: Neurodiversity

Neurodiversity Hub Workshop Timetable for Parents and Carers - April-July 2026



Tools for Emotional Regulation (primary and secondary aged children)

We will look at how the STAR tool and the Hand-Brain Model can help you understand what might be happening for your child and explore supportive ways to help them feel safe and regulated.

30th April 9:30-11:30 at Milnrow Parish Primary School, James St, Rochdale OL16 3JT
8th June 9.30-11.30 at Callaghan House, Cross Street, Heywood, OL10 1PU

Join us for a shorter, online session designed to help you better understand your child's emotional and sensory responses.

7th May 6-7pm **29th June 10-11am** **16th July 12-1pm**

Managing Anger and Meltdowns (primary and secondary)

We will look at understanding and managing anger, anxiety, distressed behaviours and meltdowns.

27th April 9.30 - 11.30am at Bowlee Park Primary School, Windermere Rd, M24 4LA
20th May 5pm - 7pm at Callaghan House, Cross Street, Heywood, OL10 1PU
22nd June 9.30-11.30 at Floor 2, Spotland Bridge Mill, Mellor Street, Rochdale OL11 5BU

SEND Transition coffee mornings for Year 6 parents and carers

Join the Neurodiversity Hub and RANS NOTES to discuss your child's transition to high school and discuss any challenges with the team and other parents/carers. Please book on both dates.

21st April 10-11:30 at All Souls CE Primary School, Healey Ave, Heywood OL10 4DE
27th April 10-11:30 at Castleton Primary, Hillcrest Road, Rochdale OL11 2QD
1st May 10-11:30 at St Peter's RC Primary School, Middleton, M24 1FL

The workshops below will be delivered by the Occupational Therapy Team and the Neurodiversity Hub

Sensory Processing Difficulties Webinar

To access the Sensory Webinar scan the QR code:



Please watch the 'Sensory Processing Difficulties' Webinar before attending any of the workshops below.

Personal Care from a Sensory Perspective (age 3-19)

We will look at how sensory needs impact self-care and discuss practical day to day strategies.

22nd April 9:30-11:30 at Norden Family Hub, Shawfield Lane Rochdale, OL12 7RQ

Sensory Processing and Anxiety (primary/secondary)

We will look at how anxiety and sensory needs interlink and to recognise triggers. We will share ideas that you can try.

13th May 9:30-11:30 Boarshaw Family Hub, Stanycliffe Lane, Middleton, M24 2PB

Proprioception / vestibular practical workshop (primary/secondary)

We will demonstrate practical, hands-on activities you can try with your child.

24th June 9.30-11.30 Callaghan House, Cross Street, Heywood, OL10 1PU

How to book:

Email: hmr-ndhub@nca.nhs.uk - Please include the workshop you want to attend, your child's name and date of birth in the email

Phone: 0161 206 0606

Please note – it is not appropriate to bring children to the session as we do not have childcare facilities available.

How to access the Neurodiversity Hub - Support for parents and carers - April-July 2026



Information and Advice Sessions

What to expect: You will have the opportunity to access advice and signposting from a range of local support services.

Services available:



23rd April 9:30am - 11am at St Mary's CE Primary School, Oldham Road, OL11 2HB

30th April 6pm-8pm at St George's Hall, Oakenrod, Bury Road, OL11 4EB

21st May 9:30am-11am at St Peter's RC Primary School, Kirkway, M24 1FL

18th June 9:30am - 11am at Deepthi Primary Academy, Derby Street, OL11 1LT

25th June 6pm-8pm at St George's Hall, Oakenrod, Bury Road, OL11 4EB

9th July 9:30am - 11am at Oak Haven SEMH School, Sutherland Road, OL10 3PY

Advice Line

What to expect: We will discuss your concerns and support available.

Tuesday Advice Line

To book: Call 0161 206 0606 between 8am-12pm on a Tuesday morning. You will then be added to a 'call back' list and a member of the team will return your call between 1pm-5.30pm.

1st April **Wednesday Evening Advice Line (once a month)**
20th May **3rd June** **1st July**

To book: Call 0161 206 0606 between 8am-12pm on the Wednesday morning. You will then be added to a 'call back' list and a member of the team will return your call between 5-7pm.

Drop in sessions

What to expect: We attend Home Start RAASS Parent Support Group. During these sessions a member of the Neurodiversity Hub and the RAASS team will be available to offer signposting and support.

Middleton - Burnside Community Centre, 36 Burnside Crescent Langley Middleton, M24 5NN, 9.30-11.30am

Friday 8th May **Friday 5th June** **Friday 3rd July**

Milnrow - Butterworth Hall, New St, Milnrow OL16 3PQ, 9.30-11.30am

Tuesday 12th May **Tuesday 9th June** **Tuesday 7th July**

Heywood - Heywood Baptist Church, Rochdale Road, Heywood, OL10 1LE, 9.30-11.30am

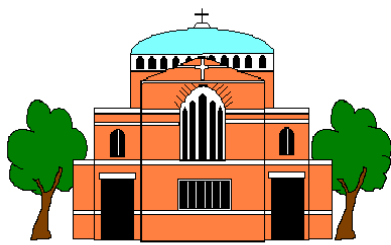
Wednesday 22nd April **Wednesday 20th May** **Wednesday 17th June**

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Year 5 Intra Football

On Wednesday night, some of the year 5 boys participated in an intra football match. The game finished 2-2 with end to end action throughout.



KS2 Tennis Skills



KS2 have been progressing their ball control skills this week in PE. We spoke about grip strength, hand positioning and focus to help us improve our own personal best efforts.

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Early Years Foundation Stage and Key Stage 1



In Year 2, we have been creating charcoal sketches inspired by the plants around our school grounds.

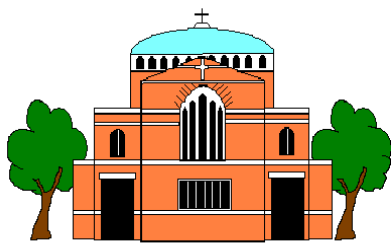
In Reception this week we have been exploring the theme 'Jungle animals'. In the painting area we have used a fine brush carefully to paint the stripes on a zebra. In the sensory area we have used lentils to create a lion's mane.



“Love one another as I have loved you.” John 15:12

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LKS2



This week, Year 4
designed a Tudor rose on
a clay tile.

Year 6 explored plants mentioned in the Qur'an through art, inspired by Maria Sibylla Merian and Pierre-Joseph Redouté. Using watercolours, pupils carefully recreated botanical illustrations, focusing on detail and colour.



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