



Weekly Bulletin - 13th February 2026

Click the link for each item to head straight to the relevant information.

Upcoming dates for diaries

- 16th - 20th February - Half Term Holiday
- 5th March - World Book Day

Dates and event information

- **POLLING DAY - MAY 7th 2026 - PARTIAL CLOSURE**
Please be aware that on Thursday May 7th 2026, Nursery and Reception, including wraparound care, will be closed to children due to the Early Years building being used for local elections. We apologise for any inconvenience that this causes.
- Provisional **dates for diaries** for the whole academic year, including class assembly dates. ([click here](#))
- Please download the new Eduspot app to receive messages and notifications directly from school to your smartphone ([click here](#) and follow the link to the App Store or Google Play)

February Half Term Holiday Clubs

- **ShowKids' WICKED themed February half-term holiday course** at The Winns is now available to book! 9am-4pm from the the 16th-20th of February. OFSTED registered and accepting childcare vouchers ([click here](#))

Information from outside agencies and organisations

- Top tips for parents and carers about **Fostering a Sense of Belonging** from the National College ([click here](#))
- Waltham Forest **Holiday Activities and Food Programme** - February half term 2026 ([click here](#))
- Waltham Forest **Mental Health Support Team webinars** for 2026 ([click here](#))
- Waltham Forest **Educational Psychologist Service Parent Advice** sessions ([click here](#))
- Waltham Forest **Community Drop In Sessions** ([click here](#))

The Winns Primary School

Calendar Dates Academic Year 2025-26

Please note, these dates are subject to change.

February 2026

16th-20th – Half Term Holiday

March 2026

3rd - CJ Storyteller in

5th - World Book Day - dressing up

6th-13th – British Science Week

18th– Eid Celebration

20th – ASC finish

wb 23rd – Parental Consultation meetings

27th – Last day of Spring term

April 2026

13th – First day of Summer term (staff & children, no Inset day)

20th – ASC start

22nd – Earth Day

May 2026

4th – Bank Holiday (school closed)

7th - Polling Day - -Nursery and Reception closed (including wraparound care)

wb 11th – KS2 SATs (Y6)

22nd – ASC finish

wb 25th – Half Term Holiday

June 2026

Pride Month

wb 1st – No ASC

wb 1st & 8th – Multiplication Tables Check (Y4)

1st – Inset day (staff only)

3rd-5th – Y5 Residential to The Hive

wb 8th – Phonics Screening Check (Y1)

wb 8th & 15th – Creativity Weeks (art work displayed at Summer Fair)

8th – ASC start

16th – Y1, 2, 3 Sports Day

17th – Y4, 5, 6 Sports Day

24th - Class Photos

25th – Young Enterprise

July 2026

2nd – Y6 Leavers' Production (after school)

4th – FOTW Summer Fair

8th – End of year reports sent home

10th – ASC finish

14th – Leavers' BBQ

17th – Leavers Assembly

17th – Final day of the Summer term

20th – Inset day (staff only)

Class Assembly Dates

Spring 2	Summer 1	Summer 2
Thurs 5 th Mar – 3NM	Thurs 23 rd Apr – 1AS	Thurs 11 th Jun - Pine
Thurs 12 th Mar – 6AM	Thurs 30 th Apr – 5BB	Thurs 18 th Jun - 4LT
Thurs 19 th Mar – 2JS	Thurs 7 th May – 2ML	Thurs 25 th Jun - Cedar
Thurs 26 th Mar – 4KB	Thurs 21 st May – 1BH	Thurs 2 nd Jul - 1GB
		Thurs 9 th Jul - Elm

[Back to index](#)

EDUCATIONAL PSYCHOLOGY SERVICE

Speak confidentially
with an educational
psychologist about
your child

DATES

**Wednesday afternoon
(12:30–2 pm) or evening
(3:30–5 pm)**

24th September 2025
8th October 2025
12th November 2025
10th December 2025
14th January 2026
11th February 2026
18th March 2026
22nd April 2026
20th May 2026
10th June 2026
8th July 2026

PARENT ADVICE SESSIONS

Who is it for?

- Parents and carers living in Waltham Forest

What can I expect?

- A free 30-minute session with an EP by phone or online via Teams

How to book?

- Call, text or email us using the contact details below



ABOUT US

Our diverse EP team is passionate about working with families and schools to support children and young people aged 0–25 years with their development, learning and emotional wellbeing.



educationalpsychologyservice@walthamforest.gov.uk



07776 589 597

10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments where children feel accepted, safe, and valued.

1 USE EVERYDAY MOMENTS

Belonging is built in the small moments. Use daily routines such as meals, school drop-offs, or quiet times, to check in, offer praise, or listen. These interactions don't need to be lengthy to be meaningful. Consistent gestures of connection and warmth show children they are important, making them feel seen, appreciated, and truly part of the home or classroom community.

2 INVOLVE THEM IN RULE-MAKING

Involving children to help create rules or routines gives them a sense of shared ownership and responsibility. When their voices are heard, they feel respected and included in the decision-making process. This empowers children, fosters cooperation, and reduces resistance. Whether at home or school, co-created expectations are more likely to be followed because they come from a place of mutual respect.

3 VALIDATE ALL EMOTIONS

Acknowledging a child's emotions, whether positive or challenging, helps them feel accepted as they are. Validating statements like "I can see that made you upset," or "That sounds really exciting," support emotional expression and connection. Children who feel emotionally safe are more likely to seek help, participate openly, and trust the adults around them – all of which contribute to a sense of belonging.

4 HIGHLIGHT HIDDEN STRENGTHS

Go beyond academic success or good behaviour and take time to recognise a child's less visible qualities, such as thoughtfulness, resilience, or humour. Noticing these strengths sends a powerful message that they are valued for who they are, not just for what they do. This boosts self-esteem and helps children feel accepted in a world that often focuses on external achievements.

5 SHOW CURIOSITY ABOUT CULTURE

Ask respectful, open questions about a child's cultural background, family customs, or celebrations. These conversations create opportunities for children to share what matters to them and to feel proud of their identity. Whether at home or in school, valuing cultural experiences helps all children feel that their heritage is respected, and that they belong in a diverse, inclusive environment where every voice counts.

6 BELONGING BUDDIES

Pairing children with a peer they might not typically choose can foster new connections and break down social barriers. Assigning short projects, games, or shared responsibilities gives them a reason to interact. Buddy systems help quieter or less confident children feel included and supported. Over time, these intentional connections can develop into meaningful friendships, strengthening the wider sense of community and inclusion.

7 AVOID LABELS AND COMPARISONS

Avoid labelling children by behaviour or comparing them to others, as this can damage self-esteem and foster exclusion. Statements like "Why can't you be more like..." may unintentionally make a child feel less worthy. Instead, focus on individual progress and strengths. Encouraging children to celebrate their own achievements, however small, helps them develop confidence and feel valued for being themselves.

8 MAKE TIME FOR ONE-TO-ONES

Spending regular one-to-one time with a child shows that they matter on an individual level. These moments can be as simple as reading a book together or chatting during a walk. Focused attention, free from distraction, builds trust and emotional connection. It lets the child know they are important and cared for, which is crucial for developing a strong sense of belonging.

9 REFLECT THEIR INTERESTS

Whether at home or in school, including children's interests in daily life reinforces their importance. Display their artwork, talk about their favourite books, or include their hobbies in family activities or lesson plans. Seeing their identity reflected in their environment tells children they belong. It shows that their passions, preferences, and contributions are valued and that they have a place in the group.

10 EMPHASISE 'WE' OVER 'THEY'

Use inclusive language that reinforces unity and shared identity. Phrases like "Let's figure it out together," or "We all help each other here," promote collective responsibility and connection. Avoiding divisive terms like "those children," or "that class" helps children feel part of a supportive group. Language shapes experience, and inclusive language fosters environments where every child feels safe, welcomed, and included.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on our website

#WakeUpWednesday

The National College

X @wake_up_weds

f /www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 11.02.2026

COMMUNITY DROP-IN

Our early help community drop-in is here

It's a place where everyone can come to get friendly support and information from local volunteers, community organisations and Waltham Forest Early Help teams in an informal space.

We can help you with information about **local services**, **support for parents**, **community activities**, and **help to use online services** and more.

WALTHAM FOREST

FAMILY HUBS

WELLBEING, CONNECTION, SUPPORT

CAN YOU HELP?

You can find out how to volunteer here:



DROP IN FROM 9.45-11.15AM

FREE DROP IN SESSION, NO NEED TO BOOK

TUESDAY

QUEENS ROAD
FAMILY HUB
215 QUEENS ROAD
E17 8PJ

WEDNESDAY

CHINGFORD
LIBRARY
STATION ROAD
E4 7EN

THURSDAY

WALTHAMSTOW
LIBRARY
HIGH STREET
E17 7JN

FRIDAY

LEYTONSTONE
LIBRARY
6 CHURCH LANE
E11 1HG



Waltham Forest



SHOWKIDS
THEATRE SCHOOL

presents

our February 2026 half-term workshop

WICKED

Ages
5-14 yrs

**MON 16TH FEB
- FRI 20TH FEB -
9AM-4PM**

**THE WINNS
PRIMARY SCHOOL,
FLEMING RD,
E17 4LR**



WWW.SHOWKIDS.CO.UK / 02034885384

[Back to index](#)



WALTHAM FOREST MENTAL HEALTH SUPPORT TEAM WEBINARS 2026

21

January

**Thriving under exam pressure:
tips and strategies**

5-6PM ON MS TEAMS



12

February

**Helping your child navigate big
feelings: evidence-based
strategies**

5-6PM ON MS TEAMS



05

March

**Navigating social media
mindfully**

5-6PM ON MS TEAMS



19

March

**Mental health through a
neurodiversity lens**

5-6PM ON MS TEAMS



09

April

**Why sleep matters: impacts on
mood, stress and resilience**

5-6PM ON MS TEAMS



14

May

**New Start, New Steps: Navigating
the Move from Primary to
Secondary School**

5-6PM ON MS TEAMS



25

June

**New Start, New Steps: Navigating
the move from secondary school
to further education**

5-6PM ON MS TEAMS



Please register your interest for any of our [free](#) webinars by scanning this QR code





WALTHAM FOREST HOLIDAY ACTIVITY AND FOOD PROGRAMME

HALF TERM 2026

16-20 FEBRUARY

**ARE YOU AGED BETWEEN 5-16
AND IN RECEIPT OF BENEFIT
RELATED FREE SCHOOL MEALS?**

Funded by the Department for Education, this February half term we have the opportunity for you to try a wide range of free activities, have fun, make friends and enjoy a free meal every day across the borough.

To book your place and find out more scan here:



or visit

WALTHAMFOREST.GOV.UK/HOLIDAYS

Booking is essential on all activities
so book early to avoid disappointment

For queries please contact the Waltham Forest Holiday Activity Programme team on:

**WFHOLIDAYACTIVITYPROGRAMME@
WALTHAMFOREST.GOV.UK**

