

Principal's update

At home and school, children are taught that all people are not exactly the same and that our differences are not necessarily as important as our similarities. We strike a balance between celebrating our differences and the belief that despite these differences, people have more in common than divides. At West Drayton, we see the importance of celebrating diversity.

A person's **G**ender, the **R**elationships we have with other people, **A**ge, **D**isability, **E**thnicity and **S**exual orientation all contribute to people's differences. At West Drayton Academy, we call these differences **GRADES**.

We want our children to recognise, respect and welcome everyone's differences. We want children to be inspired by the differences they encounter, be tolerant of others and learn from the past, recognising and acknowledging that there have been historical injustices that have taken place over time. Celebrating the diversity of cultures, nationalities and world views enhances the knowledge and understanding of us all.

This week, as part of our LGBT work, children have been learning about diverse family structures.

Wishing you all well, have a great weekend.

Richard Yates
Principal



Dates for your diary

4th March

Y2 Library Visit
Football home game

6th March

World Book Day

10th March

3A Visit to National History Museum

11th March

Book Fair
Football home game

13th March

3P Visit to National History Museum

16th March

Y6 Assessment Week

17th March

3D Visit to National History Museum

19th March

Y5 Visit Living Rainforest

Attendance

The class with the best attendance this academic week is:

1st place: 2CS with 98.2%
2nd place: 6C with 98.1%
3rd place: 2B with 97.5%

It will be a non-uniform day for 2CS on Thursday 5th March.

Well done!

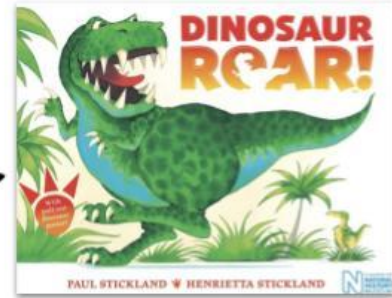
Author Visit - Friday 6th March

Children's author, Ross Welford and Paul Stickland will be visiting West Drayton Academy to deliver an assembly and workshops.

They will also be available to sign copies of their books for you at the end of the day!

To reserve your book please complete the order form emailed to you. Alternatively, collect the form from school office.

Ross Welford



HAPPY
WORLD BOOK DAY

Paul Stickland

Recreate a Book Cover Competition

To enter this competition, send your picture to your class email or bring your picture into school, with your name and class, by **Thursday 5th March 2026**.



Story in a Box Competition

Can you fit a story inside a box?
To enter this competition, choose a story to represent inside a box. Bring your box into school by **Thursday 5th March**



World Book Day Costumes Dress up on Friday 6th March

Do you have a favourite story book character? In every year group, the best costume will be chosen to win a prize! Winners will be announced following the parade!



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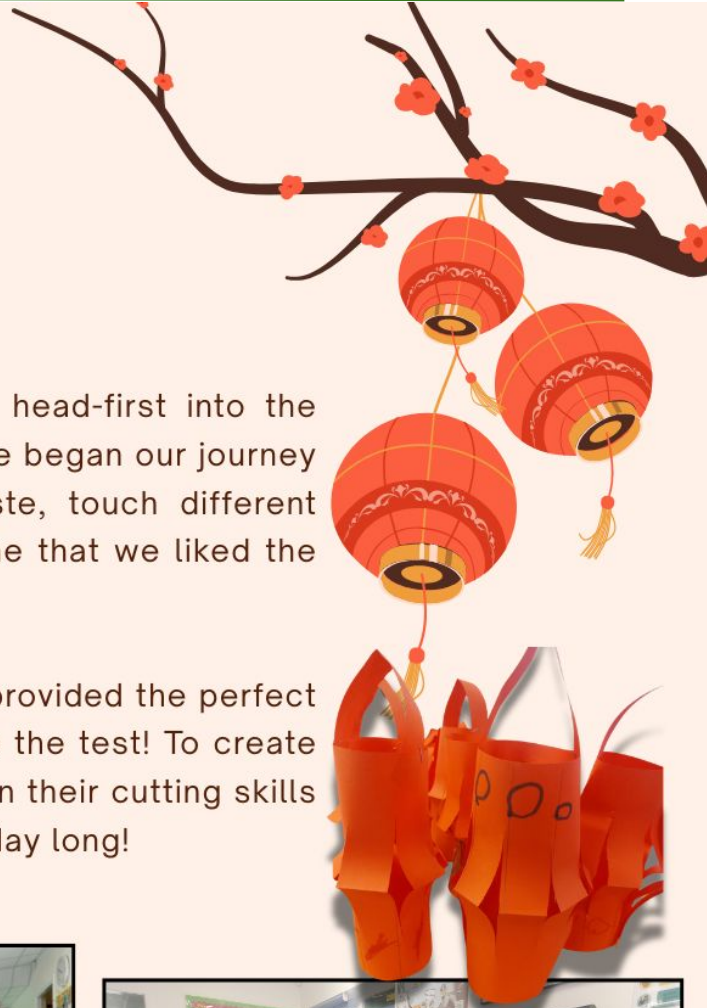


HEALTH

Happy Chinese New Year *Year of The Horse*

This week, our Nursery explorers dived head-first into the vibrant traditions of Chinese New Year! We began our journey in using our senses to look, smell, taste, touch different flavours of rice and then voted on the one that we liked the most.

Our Chinese New Year celebrations also provided the perfect opportunity to put our fine motor skills to the test! To create traditional lanterns, the children worked on their cutting skills by following a straight line. Great fun, all day long!



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School Drop-Off and Pick-Up Safety



We are continuing to receive an increased number of complaints regarding traffic issues at school pick up and drop off times.

The common factors are: poor driver behaviour lack of consideration for other road users and pedestrians illegal/irresponsible parking

Everyone in the community—children, parents and local residents—deserves a safe environment during school pick-up and drop-off times. When individuals take personal responsibility for their behaviour around the school gates, it helps create a safer, more respectful and secure space for all.

Finding a parking space, navigating busy traffic, and maneuvering around pedestrians can be stressful - and stress increases the risk of collisions. Even small changes can make a big difference. If driving is essential, consider parking a little further away from the school and walking the rest of the journey. This helps ease congestion and creates a safer environment for the entire school community. You may also find that, more often than not, this approach is quicker than trying to manage all the challenges right outside the school gates.

How to create a safe environment for pick up and drop off at school

Road traffic laws are not optional they are legal requirements to keep all road users safe.

DO NOT STOP: On the yellow zig zags, not even for one second. The markings are placed outside school entrances to keep a clear space for pedestrians to cross the road without obstruction. Pavement parking and double yellow lines.

Do not let children out of the car onto the carriageway. This is extremely dangerous. Always ensure children alight onto the pavement and in a suitable space that does not block pavements, driveways or contravene the road traffic laws.



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Pavement parking and double yellow lines

Driving along pavements and obstructing the pavement is against the road traffic law. Parking on the pavement obstructs the only safe space that pedestrians can walk. Park with all four wheels on the road. If there is insufficient space on the road to park then you must move until you find an appropriate space. Double yellow lines are put along the carriageway to stop vehicles obstructing the road. Parking on the double yellow lines obstructs the flow of traffic and causes frustrations for other road users

White zig zags

It is against the road traffic law to stop on the white zig zag markings even for a second. Stopping here carries an immediate three points on your licence and a £100 fine. These markings are found at controlled crossing places to ensure clear unobstructed view of the crossing for the safety of pedestrians.

Dangerous manoeuvres

Carrying out three point turns and reversing into spaces where children are trying to cross the road puts everyone in danger and creates frustrations for other road users.

Road Safety Skills

Using the basic Green Cross Code every time you cross the road and showing your child how to look for a safe place with good observations will keep you and your child safe. Being distracted by mobile phones or choosing unsafe places to cross the road puts yourself and your child in danger. It also teaches your child unsafe practices

Safer Crossing Points

Teaching your child where and how to cross the road is essential for their safety. Use crossing facilities where possible; zebra crossing, refuge islands, traffic light controlled crossings. Where no crossing point is available find a spot where you have an unobstructed view along the road and stay patient until there is a clear gap in the traffic before stepping onto the road. The School Keep Clear markings are in place to provide a clear space to cross into school.



✕

IMPORTANT INFORMATION

SCHOOL TRAVEL AND ROAD SAFETY

✕

Green Cross Code

Stop: when you approach a crossing, **STOP** before you come to the edge of the pavement

Look: LOOK all around for traffic, as traffic can come from any direction

Listen: LISTEN for vehicles too. You may be able to hear them before you see them

Think: is there enough time for you to cross the road safely, **THINK** before you do?

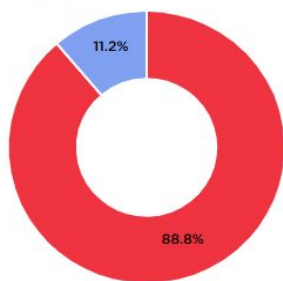
Votes for School

This week, during Votes for School, we discussed:

Should MPs stay loyal to their political party? (KS2)
Is it easy to be loyal? (KS1)

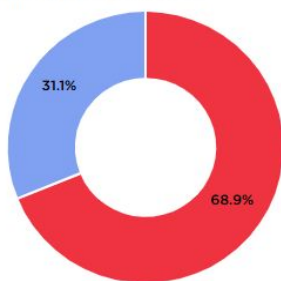


Your School



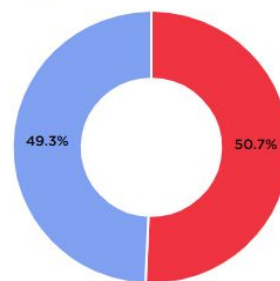
● No
● Yes

Regional (Greater London)



● No
● Yes

National



Coming up: Do we need more career role models? (KS2)

Do you want to learn more about different jobs? (5-7)

Children will have an opportunity to discuss and consider both traditional job paths and some of the less commonly discussed career routes. They will talk about their role models.



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How to cut down on sugar in your diet

Added sugars, such as table sugar, honey and syrups, should not make up more than 5% of the energy you get from food and drink each day.

Breakfast

Many breakfast cereals are high in sugar. Try switching to lower-sugar cereals or those with no added sugar, such as:

- plain wheat biscuit cereal
- plain shredded wholegrain cereal
- no-added-sugar muesli
- plain porridge
- wholemeal toast
- plain natural yoghurt topped with chopped fruit

Porridge oats are cheap and contain vitamins, minerals and fibre. Make porridge with semi-skimmed, 1% or skimmed milk, or water.

If you usually add sugar to your porridge, try adding a few chopped dried apricots or a sliced or mashed banana instead.

For a more gradual approach, you could eat sugary cereals and plain cereals on alternate days, or mix both in the same bowl.

If you add sugar to your cereal, you could try adding less. Or you could eat a smaller portion and add some chopped fruit, such as a pear or banana, which is an easy way of getting some of your 5 a day.

If toast is your breakfast staple, try wholemeal or granary bread, which is higher in fibre than white bread, and see if you can get by with a little less of your usual spreads like jam, marmalade, honey or chocolate. Or you could try sugar-free or lower-sugar options.



Snacks

Healthier snack options are those without added sugar, such as fresh or tinned fruit (in juice, not syrup), unsalted mixed nuts, plain popcorn, rice cakes, crackers topped with lower-fat cheese or lower-sugar yoghurts.

If you are not ready to give up your favourite flavours, you could start by having less. Instead of 2 biscuits in 1 sitting, try having 1. If your snack has 2 bars, have 1 and share the other, or save it for another day.

If you're an "all-or-nothing" type person, you could find something to do to take your mind off food on some days of the week.

When shopping, look out for lower-sugar (and lower-fat) versions of your favourite snacks. Buy smaller packs, or skip the family bags and just go for the normal-sized one instead.

Here are some lower-calorie substitutes for popular snacks:

cereal bars – despite their healthy image, many cereal bars can be high in sugar and fat. Look out for bars that are lower in sugar, fat and salt.

chocolate – swap for a lower-calorie hot instant chocolate drink. You can also get chocolate with coffee and chocolate with malt varieties.

biscuits – swap for oatcakes, oat biscuits, or unsalted rice cakes, which also provide fibre.

cakes – swap for a plain currant bun, fruit scone, or malt loaf. If you add toppings or spreads, use them sparingly or choose lower-fat and lower-sugar varieties.

This information is courtesy to NHS Live Well, you can read more about it [here](#)



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West Drayton Academy Newsletter

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27th February 2026
Edition 22

BELIEVE • EMPOWER • ACHIEVE

What Parents & Educators Need to Know about ADULT ANIMATED CONTENT

WHAT ARE THE RISKS?

Bright, bold, and widely shared, adult animated content is more popular than ever, but not always what it seems. These videos, which may appear cartoonish and harmless, often contain strong language, explicit themes, graphic violence, or dark humour. Many are accessible through platforms like YouTube, TikTok or streaming services, where filters may not catch them in time.

MISLEADING VISUAL STYLE

Many adult animations mimic the colourful, exaggerated look of children's cartoons. This can easily mislead not just children, but also adults, into thinking they're suitable for younger viewers. Without watching the content fully, parents or educators might approve a show or video that contains explicit jokes, graphic imagery, or highly inappropriate language, all disguised beneath a playful and fun visual style.

INFLUENCE OF EDGY HUMOUR

Dark, edgy humour is common in adult animation and often includes jokes about topics like sexism, racism, mental illness, or abuse. When children hear these jokes, they may repeat them without fully understanding their meaning. This can lead to inappropriate behaviour in school or online spaces, and in some cases, it can reinforce harmful stereotypes or desensitise children to real-world injustice and discrimination.

EXPOSURE TO HARMFUL THEMES

A number of adult animated shows and online videos explore mature or disturbing themes, such as addiction, trauma, abuse, self-harm, or violence, and often do so in a stylised or humorous way. Younger viewers may not have the emotional maturity to process this content, leading to confusion, distress, or the normalisation of very serious issues that should be discussed in a supportive context.

ALGORITHMIC RECOMMENDATIONS

Video platforms are designed to keep users watching by suggesting similar content. If a child watches one mature animation, they may quickly be shown more, including even darker or more extreme videos. These recommendations are based on viewing patterns, not age-appropriateness. Without strict settings in place, this can lead to a rapid spiral into unsuitable, upsetting, or even harmful content online.

RISK OF DISTRESS AND FEAR

Some adult animations, especially horror-based content or 'creepypasta' style stories, include disturbing imagery, unsettling music, and sudden scares. These videos sometimes feature distorted versions of well-known children's characters, such as Sonic the Hedgehog or Peppa Pig. In frightening or violent scenarios, children can be negatively affected if they come across this unexpectedly, leading to sleep disturbances, anxiety, or long-lasting fears, especially if children have existing worries or sensitive personalities.

DESENSITISATION TO VIOLENCE

Stylised violence in animation is often exaggerated and constant. Repeated exposure to it can reduce a child's emotional response to harm, making aggression or cruelty appear entertaining or acceptable. Over time, children may become less empathetic or more tolerant of harmful behaviours in real life, especially if they see others online reacting with humour, memes, or praise for violent characters or scenes.

Advice for Parents & Educators

LEARN WHAT CHILDREN ARE WATCHING

Take time to ask children what they're watching and who their favourite creators are. Sit down and watch a few videos to get a full understanding. This helps you spot inappropriate content early and shows children that you're interested and engaged in their online world, not just policing it.

TALK ABOUT WHAT'S APPROPRIATE

Keep communication open and non-judgemental. Talk about why certain themes or jokes are not appropriate for children, even if they appear in animated form. Help children understand that just because something is popular or shared widely, it does not mean it's suitable or safe. If they've seen something upsetting, respond calmly, offer reassurance, and explain things in an age-appropriate way.

USE PLATFORM SETTINGS WISELY

Make use of built-in safety tools like content filters, restricted mode, and age settings on platforms such as YouTube, Netflix or TikTok. Turn off auto-play where possible and regularly review what children are being recommended. Although these settings aren't foolproof, they add an important layer of protection and help reduce the risk of children encountering disturbing or adult content accidentally.

ENCOURAGE CRITICAL THINKING

Help children think carefully about what they watch. Talk about the difference between fictional exaggeration and reality, while helping them question why certain content is made. Is it informative, entertaining, or meant to shock? This builds digital resilience and encourages them to make safer choices in future, rather than simply following viral trends or peer pressure to watch mature content.

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Edition 22

CHAMPION OF THE WEEK

THE FOUR PILLARS ARE WEST DRAYTON'S VALUES THAT THREAD THROUGH THE CURRICULUM. EVERY DAY, WE ASPIRE TO DEMONSTRATE AND APPLY THESE VALUES IN EVERYTHING THAT WE DO. WE BELIEVE THAT THE PILLARS WILL HELP TO PREPARE OUR CHILDREN FOR TODAY, THE NEXT STAGE OF THEIR EDUCATION AND BEYOND.

EACH WEEK, FROM EACH CLASS, ONE CHILD WILL BE SELECTED AS THE WEEKLY CHAMPION. THE CHAMPION IS SOMEBODY WHO HAS CONSISTENTLY EXHIBITED THEIR CLASS VALUE OF THE WEEK.

Year 1

Qoneetat A
Iteoluwa O
Yohan G

Year 2

Sanah K
Jahlyssa J
Aaima A

Year 3

Chidera O
Idhalini P

Year 4

Eliana Y
Zarlashta A
Aviraj S

Year 5

Hanish K
Poppy G
Mashiyah M

Year 6

Arish W
Paul F



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