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What's been happening in school?

As we approach half term, we can look back on a busy and productive couple of weeks, and look forward to a well-earned rest followed by an exciting few weeks after the break.

Last week, Year 6 participated in the Dodgeball Festival at Ysgol Maesglas. We are awaiting confirmation, but Mrs Jones is certain we won, particularly as we were victorious in all of our games! The pupils who attended had a lot of fun, and were again exemplary in their behaviour and sportsmanship. Year 6's football team also played brilliantly in the Hardwick Shield final, showing real determination and teamwork throughout. We are immensely proud of every player and the way they represented our school. Well done, Year 6 — you should all be very proud! Such a brilliant achievement finishing second out of all Flintshire schools.

Dosbarth Dinas also had great fun starting the collaborative expressive arts project with pupils from Ysgol Y Llan and Ysgol Trelawnyd. We now have the story of St David to plan, using some movement, music and art ideas to bring it to life! It was Safer Internet Day on Tuesday, and we spent some time teaching the children about AI and how to stay safe online, which is an ever-increasing concern for parents/carers and schools, as everything rapidly becomes online. Da iawn for your attention pawb—it is important to use AI correctly stay safe and stay aware online.

Lastly we finished the half term with our Valentine's Disco. There were definitely a few tired faces this morning after some fantastic dance moves on display!

Quick reminder of start and end times to the school day.

The gates and classroom doors open for all at 8.45am for a 9am start each day.

- ⇒ Our Infants (Llyn Alwen and Llyn Brenig) finish at 3pm.
- ⇒ Our Junior classes (Celyn, Dinas, Elsi, Y Fan Fach) finish at 3.10pm.

We encourage parents to bring their children into school within that window—the children come straight in and do their basic skills at this time, as well as editing work or responding to marking from the previous day's learning.

National College Newsletter

Attached is a newsletter from the National College—this newsletter is released on Wednesdays and contains really useful information for parents and schools. This week's edition is practical guidance to help adults create inclusive environments where children feel valued, connected and confident to be themselves.

World Book Day 2026

On Thursday 5th March 2026, it is World Book Day! We will be encouraging pupils to come into school either dressed as a character from their favourite book, (or indeed any book), an author or alternatively in their comfy pyjamas - just the attire needed to curl up with your favourite story. Don't forget to bring in the book you're dressed as, so we know which character or author everyone is or which book you enjoy reading in your pjs! In order to celebrate the value of a good story, we are delighted to share that we have some special events taking place in school on World Book Day. We have the Story Tent coming in to read the Nursery and Reception children 'We're Going on a Bear Hunt'. The Story Tent will immerse the pupils in the story and imaginative play, and spend time reading, chatting, playing and sharing their favourite parts of the book. We are also delighted to welcome storyteller Sue Povall to school. She will be telling stories to Year 1 up to Year 6. There will be no writing, no pens, no pencils, just a skilled storyteller, immersing the pupils in tales of Knights and Castles, Celts and Romans, and WW2. It promises to be a wonderful day of book-led enjoyment.

Forest School Classes for Spring 2

After half term, it will be Dosbarth Elsi, Dosbarth Celyn and Dosbarth Alwen having Forest Schools. Dosbarth Elsi will be on a Monday afternoon, Dosbarth Alwen on a Tuesday afternoon and Dosbarth Celyn on a Thursday afternoon.

In order to maintain the safety of the children and other road users it is imperative that all parents and carers do not park on the yellow zigzags or double yellow lines outside of school. Thank you.

Diary Dates:

Please see below for a brief overview of key dates until the end of term.

Every Tuesday —piano teacher in school

Every Thursday—drum teacher in school

Friday 13th February—Last Day of Half Term

Week beginning Monday 16th February—School Closed—Half Term

Monday 23rd February—School Open

Every Tuesday starting on Tuesday 24th February—KS2 swimming (am)

Tuesday 3rd March—Year 3 & 4 Deva Roman visit in Chester

Thursday 5th March—World Book Day

Kind regards,



Mr M. Martell
Headteacher / Pennaeth



Dosbarth Dinas' Saints-themed collaborative arts workshop last week!

Dosbarth Brenig had fun during Forest School. They made a shelter and collected sticks to create a pretend fire. They even found blossom starting to grow! Da iawn!

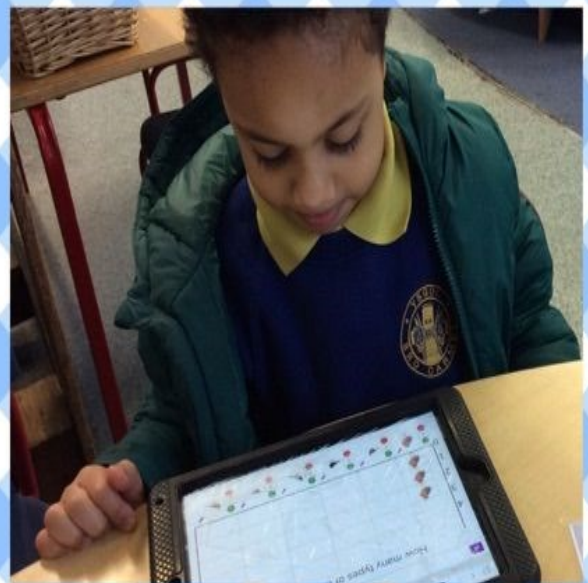




Dosbarth Elsi have been learning all about fractions. To help us with our understanding, we created our own fraction walls to see how big the different parts were and to find equivalent fractions.



Dosbarth Llyn Celyn have been taking part in the RSPB Big Schools' Bird Watch.



PIC•COLLAGE

Recently Dosbarth Alwen have completed the RSPB birdwatch and used our data to create a graph. We enjoyed participating in the National Literary Trust's live lesson on storytelling through music. We have also been learning about adjectives and used them to describe a dragon.

Dosbarth Meithrin had a wonderful time on a shape hunt around school. They were so excited to find so many shapes!



The boys played brilliantly in the Hardwick Shield final, showing real determination and teamwork throughout. We are immensely proud of every player and the way they represented our school. Well done, Year 6 — you should all be very proud!



After learning about St Dwynwen, Dosbarth Y Fan Fach staged a courtroom trial to decide whether she was guilty of breaking hearts. Check out the ink on our social media platforms for the full video!

Craft Club finished their pencil pots today. Don't they look fantastic!



10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

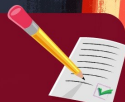
Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments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



Inviting 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