

Beechwood Newsletter



We hope you all had an enjoyable break and are ready to embrace the exciting summer term ahead!

Attendance

Our school attendance target is 95%, and all children who achieve attendance above this threshold will be entered into our end-of-summer prize draw, where they have a chance to win a bike or scooter. More details about this can be found on our school website.

Each week, during Friday assemblies, we will continue to celebrate the top three classes with the highest attendance. Children in these classes will be rewarded according to the prizes suggested by our school council members.

We kindly remind parents to ensure their children attend school unless there is a genuine reason preventing them from doing so. If your child is unable to attend school, please communicate this daily by:

- -Beechwood Primary School in Leeds can be contacted at 0113 293 0250.
- Emailing the office - office@beechwoodprimaryschool.co.uk
- Speaking directly with a staff member

If a child's attendance becomes a concern and the school has contacted parents requesting supporting evidence, parents must provide the required documentation for absences to be authorised. Failing to do so may result in unauthorised absences, which can lead to a penalty notice in accordance with attendance guidelines. More details and FAQs are available on our school website. If you encounter any difficulties or barriers affecting your child's attendance, please don't hesitate to contact the school's attendance team for support.

Finally, a huge thank you to all parents who promptly communicate absences and provide

supporting evidence and congratulations to all the children and their families who continue to contribute to maintaining excellent attendance!

Trips, Visits and Experiences

Earth Day

The day started with a special assembly with Mrs Lanforth who explained this year's theme 'Our Power, Our Planet'.



Nursery enjoyed linking their prelaunch on Plants and Animals with Earth Day. We discussed what we would find in our perfect gardens and then the children enjoyed creating their own garden creative work, earth colouring pictures and we walked around our outdoor area to look at what we could see.



In **Reception**, we went on an exciting minibeast hunt around our school. We found worms, spiders, and ladybirds, then paused to use our senses and connect with nature. Back in class, we explored minibeast habitats and learned why it's important to protect these tiny creatures. The children were fascinated!



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Year 1 had a wonderful time celebrating Earth Day. We explored our outdoor area looking at flowers and signs of spring. We also went on a minibeast hunt and designed minibeast hotels. We planned sensory gardens and discussed planting a wildflower meadow, and painted ideas of what we would want it to look like.



Year 2 explored the outdoor areas around school in search of different animals that have settled on school grounds. We then thought about how we could attract more wildlife to Beechwood.



To celebrate Earth Day, **Year 3** enjoyed time in the school garden, creating art with natural materials and making pledges to help the planet. We also learned a joyful song about caring for the Earth. It was a fun, creative day full of nature, learning, and positive action.



Year 4 had a brilliant Earth Day, learning the uplifting Climate Joy song with Carly from Shine and singing with enthusiasm. They then explored outside with clipboards, creating beautiful nature-inspired drawings. It was a wonderful way to connect with the environment through music and art.



Year 5 discussed how we use our school grounds and identified what we could do to improve them. Year 5 instantly spotted an area outside the year 5 and 6 classrooms that could be developed to improve biodiversity, encourage more birds, butterflies and insects and enhance the space. The children had a range of excellent ideas including creating a wildflower meadow, adding bird feeders and bug hotels and planting a tree. The spaces next to the outdoor PE cupboard and at the edge of the KS2 playground were discussed next and it was decided that these areas would be perfect to plant some mature trees that could be used to create shade during the hotter, sunnier months. Different species of trees could be chosen to broaden the range of trees within the grounds. The children are keen to develop a well-being garden that all children in school could use as a calm space to regulate and connect with nature. The area backing onto the amphitheatre was highlighted by the children as a good place to do this. The children talked about having seating areas, colourful trees and plants and fragrant flowers such as lavender to create a calming space. Finally, the children noticed that the area behind the year 5/6 ramp could be used to make pollinator pitstops using planters to attract bees, butterflies and insects. All of their ideas were collated and have been passed onto the Green group and school Council. We can't wait to put these ideas into action. Watch this space!



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Year 6 marked Earth Day with a fun and inspiring session led by Carly from Shine, learning the Climate Joy song and thinking about climate positivity. Afterwards, they headed outdoors to sketch natural scenes, using art to reflect on the beauty of our planet and the importance of protecting it.



Young Carers

We are excited to announce an upcoming whole-school assembly focused on young carers, delivered by Leeds Council professionals on 29th April 2025. During this special assembly, the professionals will discuss:

- What a young carer is
- The daily responsibilities they undertake
- The challenges they may face
- Ways to support young carers in our school community

The information shared will be tailored to children's understanding, helping them to identify themselves as young carers or recognise and support their peers who may need help.

Following the assembly, more details and resources will be published on our school website, along with plans for future initiatives related to young carers. We encourage you to keep an eye on the website for updates.

Together, we can ensure that young carers receive the recognition and support they deserve.

Mental Health and Wellbeing

This week's online safety focus is about making friends online. In today's digital world, it is increasingly common for children to make friends online. While this can offer children a sense of belonging, it also carries significant risk. The guide offers expert guidance for parents and carers on

how to help children navigate online friendships safely.

Safeguarding

If you are worried about any safeguarding situation or about your child being harmed, then you should contact Miss Roberts (Designated safeguarding lead), Mrs Giles (Deputy designated safeguarding lead) or Miss Ileana (Deputy designated safeguarding lead) to share your concerns.

Key Dates

2 nd May	Reception NCMP nurse visit measurement & vision
5 th May	Bank Holiday Monday- School Closed
23 rd May	Year 2 Trip to The Deep - please refer to google form

Residential Date Reminders

7 th - 8 th May	Year 4 Lake District Residential
14 th - 16 th May	Year 5 Herd Farm Residential
21 st - 23 rd May	Year 6 London Residential



The School Grid

If your child normally has, or would like to have a school meal, please pre order their meals for the week via the School Grid.

School App

Please remember to download the school App so that you don't miss any communication.

<https://www.theschool.app/>



What Parents & Educators Need to Know about MAKING FRIENDS ONLINE

WHAT ARE THE RISKS?

In today's digital world, it's increasingly common for children to form friendships with people they've never met in person. While online connections can offer children a sense of belonging, they also carry significant risks. Around 19% of children aged 10 to 15 in England and Wales have chatted online with someone they've never met face to face. This guide offers expert advice for parents and educators on helping children navigate online friendships safely.

ONLINE GROOMING THREATS

Predators can use games, chat apps or social media platforms to build relationships with children and gain their trust. This may quickly develop into grooming or exploitation. Between April 2017 and March 2023, UK police recorded nearly 34,000 online grooming offences – an 82% increase in just five years.

EXPOSURE TO INAPPROPRIATE CONTENT

Children may encounter distressing or explicit material while interacting with online contacts – especially via TikTok, Instagram or Snapchat. This is evidenced in a survey by the Children's Commissioner for England, which found that 45% of children aged 8 to 17 had seen content online that made them feel uncomfortable, worried or upset.

PRIVACY AND DATA RISKS

Children and young people often overshare personal details – such as where they live or go to school – without understanding the consequences. In fact, 4.4% of 10 to 15-year-olds in the UK have met up in real life with someone they'd only spoken to online.

COMPROMISED PERSONAL SAFETY

Meeting an online 'friend' in real life risks placing a child in serious danger. From abduction to coercion, the consequences can be devastating. Reports of children being harmed after such meetings are becoming increasingly common in the UK, highlighting the need for safeguarding intervention.

PSYCHOLOGICAL DISTRESS

Online harm – such as cyberbullying, grooming or exposure to disturbing content – can lead to long-term emotional issues, including anxiety, depression and PTSD. 'Sextortion' gangs, who threaten to release sexual information about a person unless they pay them money, have reportedly targeted children as young as 11, leaving them traumatised and ashamed.

LONG-TERM REPERCUSSIONS

Children exposed to harmful online relationships early on may develop unhealthy beliefs about relationships, consent, or self-worth. In a recent case, a 26-year-old posed as a girl on Snapchat to befriend children aged 10 to 16, manipulating them into sexual activity and causing profound emotional distress. One 12-year-old tragically died by suicide, highlighting the long-term psychological harm online friendships with strangers can cause.

26 FRIENDS ONLINE NOW

Advice for Parents & Educators

TEACH SAFE ONLINE HABITS

Help children understand how to use privacy settings, protect their personal information, spot fake profiles, and report anything suspicious or concerning, like pressure tactics. Encourage them to think critically about what they share – and whom they're talking to.

KEEP CONVERSATIONS OPEN

Let children know they can talk to you about their online life. Avoid reacting with anger or judgement, as this may prevent them from opening up in the future. A child who feels listened to is more likely to disclose problems before they escalate.

ENCOURAGE REAL-WORLD CONNECTIONS

Support children in building friendships through school, clubs, hobbies and activities in the real world. Strong offline relationships help reduce children's reliance on online platforms for social interaction, and can help them develop resilience and social confidence.

USE PARENTAL CONTROLS

Parental control settings on devices, games and apps can help manage screen time, filter out inappropriate content, and monitor activity. While no system is perfect, they provide a valuable layer of protection as children explore digital spaces.

Meet Our Expert

Gabriella Russo is a safeguarding consultant with over 30 years' experience in supporting children, families, and adults across education, local authority, and mental health settings – both in the UK (including at Parliamentary level) and internationally.



The National College