

Beechwood Newsletter



We would like to say a huge thank you to all the children for their hard work and achievements so far. We would also like to recognise how brilliantly the children represented our school this week while we had our OFSTED inspection. All the inspectors commented on how thoughtful, hardworking and welcoming you were. We are all very proud of you and you should be really proud of yourselves! We hope you all had a relaxing and enjoyable half term break.

Attendance

As we wrap up the Spring half term, we are excited to share some positive news regarding our school attendance!

Attendance Stars ✨ ✨

Congratulations to Class 5 and 6 for being our attendance stars in January! Class 5 has achieved the top attendance of the week not just once, but twice. We are also thrilled to announce that Class 8 has made significant improvements in their attendance, achieving an impressive 99.8%. What an amazing accomplishment!

All classes are putting in great effort to secure a spot in the top three for weekly attendance, and they are being rewarded for their diligence. These rewards are based on suggestions from the school council, promoting a sense of community and motivation among our students.

Attendance figures 📋

At the end of Spring 1, the top three classes attendance figures are:

Class 7 96.4%

Class 10 95.3%

Class 13 94.5%

Exciting rewards ahead. 📢

Good news! The attendance prizes for the Spring 2 term are in the process to be ordered. At the end of the term, each child with attendance above 95% will be rewarded with certificates and delicious Easter chocolate eggs.

A gentle reminder 📌

We kindly remind parents to report their children's absences and provide supporting

evidence, when possible, especially if attendance begins to decline. Thank you to all the parents who consistently communicate with the school regarding their children's absences. Your support is invaluable!

Trips, Visits and Experiences

Children's Mental Health Week

Last week we celebrated Children's Mental Health Week. Started by Place2Be in 2015, each year has a theme to encourage children, families and schools to engage in learning more about mental health. The theme this year was 'Know Yourself, Grow Yourself' and used the emotions from Disney's Inside Out franchise to help children develop self-awareness. Here at school, we did lots of interesting activities during class time, KS2 enjoyed a fun and frantic quiz show on Tuesday afternoon entitled 'What is this Feeling?', we had two assemblies which talked about meaning of the week and on Friday the whole school came "Dressed to Express". The reception staff team dressed as characters representing emotions from the film 'Inside Out'. The children themselves came up with some fantastic ideas by putting slips into a decorated post-box. The ones that we were able to implement were a gardening activity with our dedicated volunteers Elaine Clarke and Sue Dunderdale which showed that growth doesn't always happen overnight, and a visit by older children to early years where they read books about feelings. For more information about the week or to try some of the activities at home click [here](#).



EYFS Love Day

In nursery and reception, the children enjoyed a special love day on Wednesday as part of our Golden Opportunities offer. It was great to see and hear about all our special toys and photographs that we brought in to share. The children enjoyed a range of exciting activities such as making love potions, sharing their special toys

Beechwood Newsletter



during circle time and making pictures and cards to share with loved ones at home.



Year 2 Skipping

On Monday, the year 2 children took part in their first lesson to start practicing different skipping skills ready for their competition later next term. They children really enjoyed it and are looking forward to preparing for the competition.



Year 2 Wonderdome Experience

On Tuesday, year 2 enjoyed a visit from the Wonderdome to learn more about space as part of their Explorers topic this term. The children learned about stars, the planets in the Solar System and the first landing on the moon. They really enjoyed it.

Staff Updates

Emma Wilby has been promoted to another position in the Place2Be company so this was her last Mental Health Awareness week. We are looking forward to welcoming our new School

Project Manager Jenny O'Malley during the second half of the spring term. We would like to thank Emma in advance for all her hard work at our school and wish her the best of luck in her new role.

This half term, we are welcoming Charlene Fotherington as a nursery nurse to join our reception team.

Free School Meals

All children in Reception, Year 1 & Year 2 are entitled to free school meals, Children in years 3-year 6 may be entitled to free school meals if you as their parent receive any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

If you think your child may be eligible for free school meals, please follow the link to apply online [here](#) or if you would prefer a paper copy of the application form please visit the school office.

Mental Health and Wellbeing

This week's wellbeing focus is on supporting children who are experiencing bullying. The guide has lots of advice and guidance for parents on how to support their child as Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying. Please see below for information to help support you.

Beechwood Newsletter



Safeguarding

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

Key Dates

24th February — Year 5 Bikeability - refer to letter sent home

25th-26th February — Year 3 Nell Bank Residential

7th March — World Book Day - Information to follow

7th March — World Book Day Theme Lunch - please select meal choice via Schoolgrid

11th March 9am-9.30am — Year 1 Phonics Meeting for parents

School App

Please remember to download the school App so that you don't miss any communication. <https://www.theschool.app/>



The Poetry Takeaway

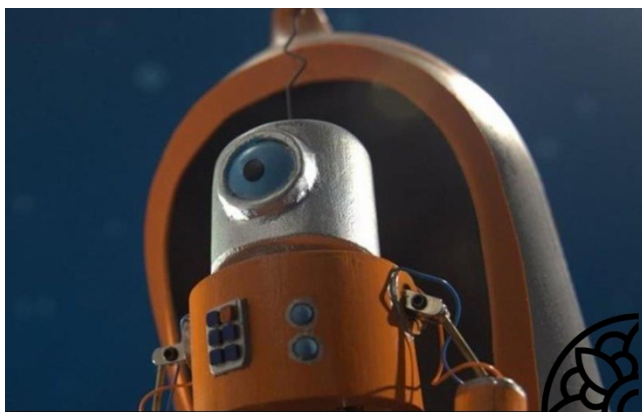
Saturday 22nd February, 11am-4pm
Seacroft Community Hub and Library
Part of Leeds Storytelling Festival 2025

The world's first mobile poetry emporium! Come along and meet our team of experienced poet chefs, who'll conjure up unique and bespoke poetry for you to keep forever. You serve us the ingredients and we create the poetry - it's as simple as that. The Poetry Takeaway has travelled to a huge range of events - from the BRIT Awards and Glastonbury Festival to The Great Yorkshire Show and local high streets. All poems are free of charge.

A free event for all ages



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Leeds Young Film on Tour

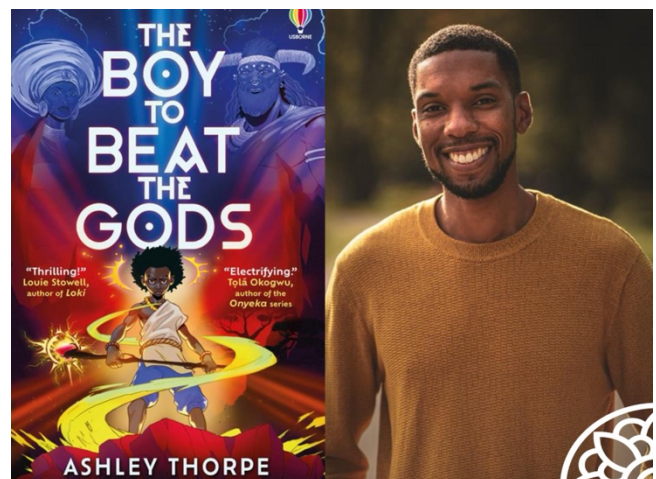
Saturday 22nd February, 1.30pm
Seacroft Community Hub and Library
Part of Leeds Storytelling Festival 2025

Enjoy a curated collection of short films to spark imaginations for young audiences.

A free family-friendly event for all ages.



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Old Gods, New Tricks with Ashley Thorpe - Author Talk

4.00-5.00pm, Thursday 6th March
Whinmoor Library

Join Ashley Thorpe, author of the action-packed middle grade adventure *The Boy to Beat the Gods*, for an event that explores how stories of old have evolved to make the new. Learn about how Ashley took inspiration from the incredible pantheon of Yoruba gods - the Orishas - and how it crosses over with mythology from across the world. Part of The Leeds Storytelling Festival 2025.

A pay-what-you-decide family friendly event recommended for children aged 7+. All children must be accompanied by an adult.

Book your ticket at www.ticketsource.co.uk/leedslibraryevents



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Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.

2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



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Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786040/survey_of_pupils_and_their_parents_or_carers-wave_5.pdf
<https://www.oecd.org/education/talis/talis2018tables.htm> | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/621070/Health_behaviour_in_school_age_children_cyberbullying.pdf