

NEWSLETTER

Thursday 22nd February 2024

SPRING 2 TERM

Hello Everyone

Spring 2 is upon us and we launch into our new topic of 'A Country Life' with a visit to the Spencer's local farm. As usual, curriculum newsletters will be sent out shortly with further detailed curriculum information.

This week we have launched our new 'Playground Buddy' scheme which aims to promote more active and productive playtimes among our children. Each week we have 2 play ground buddies who will lead on traditional playground games and ensure that all pupils are actively engaged and happy at playtimes. In addition to this, all staff are receiving training on enabling children to use restorative approaches to managing issues and conflict at playtime.

What is restorative practice?

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

Restorative Practice at Leavening Community Primary School

At Leavening, Restorative Practice will become part of everything we do. We believe that for children to be ready to learn, they must firstly feel happy and secure. Restorative Practice is a whole school approach and all of the staff have wholeheartedly made it part of their everyday practice. We do many things each day that are restorative and they have become a part of school life. One of the most important aspects of Restorative Practice is the language we use that positively affects everyone around us. This is what teaches our children social interaction, emotional literacy and understanding the impact of positive and negative behaviour. The way that we speak to each other and manage conflict is so incredibly vital to how we feel and this is why Restorative Practice is in the heart of our school.

It is another short half term with all the merriments of Spring. Please do check the key date sections in this newsletter.

My Best Wishes



Sian Mitchell

School Attendance

5 February 2024 - 9 February 2024

Our school weekly attendance was: 93.08%

This was above the **primary national average of: 92.8%**

Attendance **this week** so far: **96.15%**

Attendance **this term** so far: **96.15%**

DIARY DATES

FEBRUARY

Friday 23rd

Dress up for Maths Number Day

Monday 26th

9.15-11.30 Nursery open morning

Thursday 29th

Seeing is Believing (9-10.30am)

All parents/carers are invited to spend time in classes (please email the office so we know to expect you)

Pop-Up Library Visit (afternoon)

MARCH

Thursday 7th

World Book Day. Dress in PJs and bring your favourite book to school

Pop-Up Library Visit (afternoon)

Monday 11th

Science dress up day

Friday 15th

9.15-11.30 Nursery open morning

Red Nose Day/Science Games pm
Children to come dressed 'red to toe' (dressed in red, home clothes or fancy dress).

W/C Monday 18th

Parent/Teacher Consultations - email the office to sign up ASAP

Wednesday 20th

Beechwood Visit (Acorns/Rec)

Thursday 21st

Non-uniform in exchange for a donation towards the FOLS
Chocolate Bingo 5.30-7pm
Tickets on sale very soon..!

Friday 22nd

Spring Concert 9.30am
with refreshments. All welcome!

APRIL

Monday 8th

Staff training day

Monday 15th

Seeing is Believing (9-10.30am)

All parents/carers are invited to spend time in classes (please email the office so we know to expect you)

REMINDERS

Please ensure you have fully paid up for Young Voices and extra-curricular clubs. **All** ParentPay balances on your child's account should be clear.

Recent highlights from Acorns Class

The children in nursery and reception at Leavening Community Primary School have been involved in enhancing their community by making regular visits to local residential home Beechwood Place in Norton.

Led by the lead practitioner Hannah Cooke and supported by parent volunteers, the children have built wonderful relationships with the residents over the last few months. Their visits include sharing stories, puzzles, games, doing art activities together as well as lots of chitter chatter and laughs.

Headteacher Sian Mitchell has encouraged this link with the local community and said that this initiative was the idea of the older pupils in school as part of their ' Archbishop of York Younger Leadership Award', where they needed to think of a positive and sustainable project to improve their local community. This opportunity mutually benefits our youngest and oldest generations in Leavening and Norton by bringing people together to provide fun and friendship.



**Next visit:
Wednesday 20th March**

Recent highlights from Oak Trees Class

Swimming Gala

It was a pleasure to accompany some of our KS2 children to the annual swimming gala held at Norton's Derwent Pool on Tuesday 6th February.

The initial disappointment of being two members of our small team down was soon overtaken by a dogged determination to compete in all events, giving of their absolute best and going the extra mile to support each other!

Amelia and Sophia took part in the first three events; 25m breaststroke, backstroke and front crawl, showing great resilience.

The boys soon got involved too with Zak swimming 25m breaststroke, Bailey competing in the 25m backstroke before Jacob tackled the 25m front crawl. All races were contested closely with our team and parents cheering on. It was the turn of the girls again for the 4x 25m freestyle relay where both Amelia and Sophia swam two legs each... what an achievement! A special mention must go to Jacob who bravely stepped in to swim a leg for the girls 4x 25m Medley relay as they were exhausted by that point!

The boys also swam the 4x 25m freestyle and medley relays to complete a full morning of competition. It is worth mentioning that some children from other neighbouring schools only swam for one event each due to much larger teams. Amelia was awarded a gold and silver placing for breaststroke and front crawl and Zak was just a fingertip away from a similar accolade for his 25m breaststroke race. Well done to all five of our Leavening superstars!

A special thank you personally to the parent volunteers for providing transport, with a mention to Mrs Richardson for accompanying the children with me too. They all did the school proud! -Mr Mortimer



Inspire/Aspire Week

On the last week of term, we held an 'Aspire' week to support our Personal Development curriculum, inviting the school community to come into school and share their careers, vocation, hobbies and dreams with the pupils.

Among the aspirational line up were a poet, a sculptor, a female jockey, a racehorse trainer, a YO1 radio station DJ, a barrister and an expert in morse code.

One of the highlights from the week were the engineers with a passion for rocketry! Children started the morning with a live demonstration flying real rockets on the field. After this Chris led a brilliant assembly showing the children how rockets fly.

He showed pictures and videos of his time on Top Gear and Blue Peter, finishing the morning with a rocket workshop; where KS2 children designed, built and flew their very own rockets!

Mrs Mitchell, leader of Personal Development was delighted with the engagement of both the families of school and the pupils. She said "We know that we have a wide range of skills and talents among our lovely parents, families and community here at Leavening and we want to inspire the pupils to have high aspirations and dreams that they follow. Our Young Leadership team thought it would be fabulous if we could bring the community in to our school and hopefully inspire our young minds. So 'Aspire Week' was born and we have been holding this every year. It is a highlight of the curriculum and our children relish in the opportunity to learn a new skill and often, develop a new passion."



Recent highlights from Oak Trees Class... continued

Young Voices 2024

On Friday 9th February, a very excited Oak Trees class travelled to Sheffield to perform with over 5500 children at Sheffield Arena. They had worked incredibly hard to learn a wide variety of songs and groovy dance moves in readiness for their performance and they did not let themselves down. Singing a number of medleys: from Matilda the Musical to a collection of uplifting Gospel songs; from a Moana Mashup to a medley of songs with a walking theme and even singing in Korean, every number was accomplished with zeal. A favourite of all involved was a rendition of 'Today is Gonna be a Great Day' from Disney's Phineas and Ferb which, I think I am safe to say, summed up the event - we had the most amazing time! The children (and adults) performed with confidence, energy and sheer enthusiasm. It was a delight to see them participate with such passion.

The excellent behaviour and manners of all Oak Trees class must also be commended.

We were also joined by a range of professional artists including Urban Strides, street dance specialists; Nandi Bushell, an absolutely phenomenal 13 year old drummer; MC Grammar, a teacher turned rapper who now promotes reading through rapping on Sky Kids; and Natalie Williams, a soul singer with a residency at Ronnie Scott's Jazz Club in London. It was, as always, such an excellent opportunity for the children (and teachers) to work with professional musicians and dancers - inspirational! -Mrs Stockill



Safer Internet Day

On the 6th of February we celebrated Safer Internet Day across the school. The Young Leadership Team worked really hard to practice and put together an assembly talking all about how technology has developed over time. They also gave some great advice about staying safe online.

In Oak Tree class we helped Bob the alien with his first experience of online gaming. We had some great discussions about gaming addiction and when to talk to a trusted adult.

Some quotes from our YLT:

“Safer internet day is important because it tells children what to do if they are having trouble online!” – Owen

“It good to know the pros and cons of the internet” – Josh

“If you’re in trouble online, tell a trusted adult” – Eleanor

Homework

We had a fantastic time sharing homework this term! Well done to all our presenters. Some highlights were a class game of guess who (based on character descriptions); deep and thoughtful questions written on oracle bones; some amazing dragon drawings and some presentations on inspirational people. Thank you for your support with homework this half term!

Parent/Teacher Consultations

Our upcoming Teacher Consultations for children in **ALL** classes will take place week commencing 18th March. If you have not yet signed up , **please do so ASAP** . They will run in 10min slots as follows:

Acorns Nursery: Tues 19th (phone call appts only) : 10am-Midday or Weds 20th : 3.30pm-5pm

Conkers class: (Rec-Year 2) Mon 18th: 3.30pm-6pm (with Mrs Bennett). Priority on this date given to children with a sibling in Oak Trees class, or Thurs 21st : 3.30pm-6pm (with Mr Mortimer)

Oak Trees class: (Year 3-Year 6) Mon 18th 3.30pm-6pm -priority on this date given to children with a sibling in Conkers class or Tues 19th : 3.30pm-6pm

Other School Information, Reminders & Events

Playtime buddies

We have introduced a new initiative of 'Playground Buddies' this half term. Each week we have 2 new playground buddies, identified by their navy buddy tabards. These two buddies introduce a new game to the children, organize the game and encourage others to join in. The aim is to improve playtimes to ensure they are more positive and engaging for children. By doing so, we believe children will be better prepared for learning in the classroom.

The Young leadership team are also working with Miss Mitchelmore and Mr Mortimer to improve the playground in general by way of playground markings and more permanent play equipment.

Virtual Library

All of our children are registered with North Yorkshire Council Library and have the opportunity to borrow a book from the visiting library every 3 weeks.



In addition to this, North Yorkshire Libraries are now offering the opportunity to borrow books online including audio books and e-books. **It is free**, easy to access and the hard work of signing up is already done. All you will need is your child's name and pin number (which will be set as 1,2,3,4) Please give it a go and take advantage of this great resource.

<https://northyorkshire.borrowbox.com/>

for further information, go to <https://northyorkshire.borrowbox.com/>



NSPCC Number Day: Friday 23rd February 2024

We will be having a fun day of maths activities and will be taking part in Dress up for Digits on Friday 23rd February 2024.

Pupils are asked to wear an item of clothing with a number on it (football shirt, cap, netball shirt or even a onesie!).

The JustGiving page is: www.justgiving.com/campaign/numberday2024

Please donate and share with friends so we can support the NSPCC.



World Book Day: Thursday 7th March 2024 Dress in PJs and bring your favourite book to school



Red Nose Day: Friday 15th March

We are asking children to come to school dressed 'red to toe' (dressed in red, home clothes or fancy dress). As it is Science week, we will be having an afternoon of science games & puzzles to end the week on Friday.

Please use the link below for donations towards Comic Relief. Thank you in advance for your support

<https://www.justgiving.com/fundraising/rnd24-leavening-community-primary-school>

FOLS CHOCOLATE BINGO EVENT - Thursday 21st March 5.30pm to 7pm. Adult: £5/each Child: £3/each.

Tickets will be on sale from the office next week (cash only please)

Please support the school with this fun evening which is sure to be lots of fun! 😊

This entertaining evening will take place in the school hall. We encourage parents to bring their own snacks/nibbles for their table. We will be having a 'donation bar' with various refreshments on offer, in return for donations.

Please can we ask children to bring in a chocolate donation (which will be the prizes for the bingo) in exchange for **non uniform day on the same day as this event (21/03/24).**

Recent FOLS fundraising events raised the followed totals:

Bake sale £23 & Valentines Disco: £120. A huge thank you to all who supported these events.

NURSERY PLACES AVAILABLE

Our nurturing nursery is extending its provision to children aged 2 years

FROM 9th APRIL 2024

Mon-Fri 8.55am until 3.10pm (term time only)

- Highly skilled and experienced staff
 - Ofsted rated 'good' (November '23)
- Strong personal development opportunities
 - Our children thrive and flourish
 - Ambitious and engaging learning

Come along to our Open Sessions:

Mon 19th February (1pm - 3pm)

Mon 26th February (9.15am - 11.30am)

Fri 15th March (9.15am - 11.30am)

Phone: 01653 658313

Email: admin@leavening.n-yorks.sch.uk

Address: Back Lane, Leavening,
Malton, YO17 9SW

leavening.n-yorks.sch.uk



What Parents & Carers Need to Know about MONKEY

AGE RESTRICTION
17+

(although the lack of age verification means that someone younger could easily log in with a false date of birth)

Also known as Monkey Cool, this platform aims to fill the gap left by Omegle (which has now shut down) by placing users in random video chats with strangers. Participants use their mobile number and Snapchat username to connect to the service, where they can make matches, message other people and join group chats. The mobile version has been removed from the App Store due to safety concerns, but iPhone owners can still access the site via their web browser. The app remains available on Google Play, where its listing claims that Monkey has more than 30 million users worldwide.

WHAT ARE THE RISKS?

AGE-INAPPROPRIATE CONTENT

The app claims to use AI to detect sexual content or activity that violates its policies, along with having a 24/7 moderation team. However, reports in the media continue to indicate that explicit content remains commonplace on Monkey (including sexually graphic or violent material) and is therefore accessible to anybody who uses the app – including those aged under 18.



CONTACT WITH STRANGERS

The obvious risk in accepting random video chat partners is that users cannot know what or who they will see on their next connection. Talking to strangers is, of course, potentially dangerous – especially for children who might be persuaded to meet up with these people offline. The app lets users find each other by location, increasing the chances of a child being matched with a stranger from their local area.



IN-APP SPENDING

While Monkey is free to download, it nevertheless offers in-app purchases promising to unlock access to premium features. For example, users who wish to make use of 'Knock Knock chat' (Monkey's text-based messaging option), rather than the app's Chatroulette-style random video calling feature, will need to pay to be able to do so.



INTRUSIONS ON PRIVACY

According to Monkey's privacy policy, personal information (such as name, profile picture and date of birth), user-contributed content (any photos, texts, videos and screenshots shared) and each user's browser and IP address are collected. That is a considerable amount of data for Monkey to gather on its users – and all of this information is shared with third parties.



Advice for Parents & Carers

DISCUSS THE DANGERS

Even if you're comfortable with your child using Monkey, it's still important to talk about the potential dangers. It's crucial, for instance, that young people recognise the risks that stem from video chatting with strangers; that they understand not to share identifying information (like their street or school name); and that they know what to do if they are exposed to inappropriate content.



RESTRICT IN-APP PURCHASING

If your child is accessing Monkey via an Android device, you can prevent them from making in-app purchases through the device's settings. If you do allow your child to use the site, we'd recommend that you enable this feature: young people have been known to spend significant amounts of money in their desire to unlock more features in apps such as this.



REPORT INAPPROPRIATE CONTENT

Monkey states in the safety section of its site that "people are given the power" and that, to a large extent, Monkey is "self-governing." If a user is exposed to sexually explicit or inappropriate content on the platform, they can select the 'police' emoji in the top right corner of their screen to submit a report for Monkey's moderation team to review.



SPOT THE SIGNS

If you're concerned that your child is spending too much time on Monkey – or that they may have been exposed to inappropriate or distressing content – it's important to watch for potential indications that they've been affected emotionally. They could be unusually irritable or unable to concentrate, for example, or failing to complete their homework or even to eat regular meals.



Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT



It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



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What Parents & Carers Need to Know about PERSUASIVE DESIGN ONLINE

'Persuasive design' refers to the techniques that companies employ to influence our thoughts and behaviours when we're on the internet. These approaches can be spotted on websites, in apps and even as part of some video games. Persuasive design means that this content has been deliberately presented in a way that's intended to encourage you to spend your time or money (or both). These methods often prove highly effective at keeping people engaged and invested for longer than we might expect.

WHAT ARE THE RISKS?

POTENTIAL ADDICTION

In the digital world, persuasive design can make certain activities more addictive and harder to walk away from: some people may begin to feel anxious or irritated without access to their device or their favourite app, for example. It can also often leave users feeling isolated, as – if they spend most of their time on social media – they may start to find it difficult to talk to other people in real life.

MENTAL HEALTH CONCERNS

Scrolling online or gaming without regular breaks is proven to be harmful to our mental health. The constant bombardment of news stories (many of them negative), images and influencers' posts can create sensations of unease, uncertainty and FOMO (fear of missing out). Young people can get so immersed in this environment that they become less likely to spot misleading posts.

PROLONGED SCROLLING

Social media can draw any of us – regardless of age – into a continuous pattern of refreshing our screen, following posts and links down rabbit holes or reading countless comments made by others. This aimless scrolling can eat up time which could have been spent on more productive activities. It could also lead younger users into areas of the online world which aren't age appropriate.

SENSORY OVERLOAD

Repetitively scrolling, clicking on links or playing games can create an unending stream of new information and visual stimuli. Put it this way: social media isn't exactly renowned as a carefree, chilled-out environment. Such overstimulation can become too much for young people to handle, resulting in sensory overload and causing them to feel stressed, overwhelmed and exhausted.

COSTLY ADDITIONS

Video games sometimes display offers for downloadable content or loot boxes which can be bought with real money. While these 'microtransactions' temptingly promise to improve a player's gaming experience, most of the time they are money sinks. Young people in particular, excited by the chance of enhancing their game, could spend quite a sizeable sum very quickly indeed.

PHYSICAL CONSEQUENCES

Hours spent sitting and scrolling means far less time moving around and getting exercise: hardly ideal for a young person's physical health. Additionally, prolonged exposure to the light given off by a phone's screen can lead to eye fatigue and discomfort, especially if viewing it in the dark. Extended phone use before bed can also impact on sleep quality, affecting mood and energy levels over the following days.

Advice for Parents & Carers

ESTABLISH LIMITS

Talk to your child about setting some time limits on how long they can use their phone, tablet or console in the evenings or at weekends – or perhaps how often they can go on a specific app, game or website. You could also decide to involve the whole family in creating this shared screen time agreement, making things fair (and healthier) for everyone.

NIX NOTIFICATIONS

Stop knee-jerk responses at the source by turning off push notifications and alerts. Whether it's a gaming notification or a social media update, these not-so-gentle reminders are designed to catch our attention and lure us back to our device. Switching them off – or even deleting any particularly intrusive apps – can help prevent your child from being reeled back into the online world.

ENCOURAGE MINDFULNESS

Acknowledging any addiction is key in overcoming it – and compulsive scrolling is no different. If anything mentioned in this guide sounds familiar, it could help to have an honest, open chat with your child about how much time they spend online. Get them to think about how often they scroll through social media aimlessly or habitually open it up whenever they have a spare moment.

MAKE A CHECKLIST

Considering a list of relevant questions can be an effective way of helping children figure out why they're scrolling on certain sites or consuming particular pieces of content. A checklist can prompt young people to ask themselves if they're learning anything or benefiting from this activity – or if they're wasting their time. Taking a step back can sometimes help us to see things more clearly.

Meet Our Expert

Rebecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE). As well as delivering workshops and training for young people, parents and schools, she is also a subject matter expert on RSHE for the Department of Education.



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