

# NEWSLETTER

Thursday 8<sup>th</sup> May 2025

## Summer 1 Term

Hello everyone

As we move through another busy and vibrant fortnight, I want to take a moment to reflect on some of the special moments we've shared together as a school community.

Last week's parent well-being session at the allotment was a true highlight. It was wonderful to see so many of you engaging in such a peaceful and restorative setting. Thank you for your input, conversation and for taking the time to prioritise your own well-being—something that ultimately supports the well-being of our whole school community. A heartfelt thank you to Mrs Peel for leading this valuable session with such care and commitment.

Our community values are deeply rooted in the strong relationships we have with you, our families. Your ongoing support, whether through events like this or through everyday encouragement, makes such a difference to the life of our school.

Last Wednesday, Key Stage 2 enjoyed a fantastic afternoon of sport. It was lovely to see such joy, energy and togetherness from all the children. A very special well done to Amelia, who placed 9th out of over 100 children in the long-distance cross-country race—an outstanding achievement! Thank you to all our pupils for showing brilliant sportsmanship throughout the event.

Next week, our Year 6 children will be taking their SATs. We are so proud of the effort, resilience and maturity they have shown in the lead-up. We wish them all the very best—they are already successes in our eyes!

Finally, a reminder about our Early Adopter Breakfast Club, which is free and open from 8:05am until the start of the school day. Please do let us know in advance for the week ahead if your child will be attending, so that we can plan accordingly.

Thank you all once again for your continued support. It's a privilege to lead such a caring and connected school community.

My best wishes



Sian Mitchell

### School Attendance

**28 April 2025 - 02 May 2025**

**Our school weekly attendance was: 95.2%**

This was below the primary national average of **95.4%**

Attendance **this week** so far: **95.8%**

Attendance **this term** so far: **96.0%**

## TERM DATES

### MAY

- W/C 12/5/25** KS2 SATS Week  
**14/5/25** Years 1&2 mixed sports event at Malton Sports Centre. 1pm start. Leaving school 12.30pm.  
**22/5/25** FOLS Family Quiz 5pm-6.30pm. All welcome!  
**W/C 26/5/25** Half term week

### JUNE

- W/C 2/6/25** Extra-Curricular clubs run for 6wks to w/c 7/7/25  
**W/C 9/6/25** Yr1 Phonics Screening  
**12/6/25** Sports Day. Round-robin events (am). Parents/carers are invited to the field at 1pm for afternoon races to begin at 1.15pm  
**18/6/25** Yr3/4 Basketball Tournament at Malton Sports Centre. Leave school 12.30,  
**19/6/25** Reserve Sports Day  
**20/6/25** Scarecrow Festival  
**24/6/25** Seeing is Believing (Conkers & Oak Trees) plus Stay & Play(EYFS). Parents/Carers welcome. Further details to follow

### JULY

- 3/7/25** Reports out  
**4/7/25** Summer show 9.30 & 2pm  
**5/7/25 and 6/7/25** Leavening BBQ & Summer Fete  
**W/C 7/7/25** Transition week. Children move classes in preparation for Sept 2025.  
**10/7/25** Yr 6 Treat Day: Allerthorpe Lake-Aqua park (new date)  
**16/7/25** Yr 1/2 Summer Sports Tournament: Malton Sports Centre. 1pm start. Leaving school 12.30pm. Also:KS2 summer sports event at Malton. 1-3pm. Whole class to go  
**18/7/25** End of year celebration assembly followed by rounders & parents lunch for Yr6 pupils  
**18/7/25** Last day of term

### SEPTEMBER

- 1/9/25** Training day  
**2/9/25** Term starts  
**8-10/9/25** Peat Rigg Residential

## **Our Safeguarding Team at Leavening CP School:**

Our Designated Safeguarding Lead is: **Mrs Mitchell**

Our Deputy Designated Safeguarding Lead is: **Mrs Bennett** | Our Safeguarding Governor is: **Mrs Isaacs**

## **CHILD SAFETY WEEK: 2ND – 8TH JUNE**

### **Parent Pack with safety information from the Child Accident Prevention Trust.**

Please see this link: [https://capt.org.uk/wp-content/uploads/2024/05/250325\\_Parents-Pack-1.pdf](https://capt.org.uk/wp-content/uploads/2024/05/250325_Parents-Pack-1.pdf)

### **Bullying Information Toolkit for Parents and Carers:**

No parent or carer wants to see their child suffer at the hands of bullying, yet many families find themselves struggling to get the right support when it happens.

Understanding your child's rights and knowing how to navigate school systems can feel overwhelming, but you don't have to do it alone.

The new [Bullying Information Toolkit for Parents and Carers](#) from the anti-bullying alliance is designed to empower parents and carers with clear, practical guidance on how to advocate for their child. The resource has been added to the parents and carers section of the NYSCP website :

<https://safeguardingchildren.co.uk/parents-carers/>

### **Helping Parents and carers support your 10-12-year-olds**

Barnardo's have some great animated resources that partners can pass on to parents about starting conversations with 10 - 12 year olds (can also be used as part of the #Talkingtips work)

[Parent and carer support for 10-12 year olds](#) | [Barnardo's](#)


<https://www.barnardos.org.uk/get-support/support-for-parents-and-carers/>


### **Young Minds: Getting young people through exam season**

Exam season always comes around so quickly, doesn't it? This is undoubtedly one of the most stressful, nerve-wracking times in a young person's life – especially if it's their first experience of sitting exams.

We know it's difficult for you as well. Knowing how to support young people during this time can feel confusing and overwhelming.

Here are some activities you could use to help a young person in your life get through exam time in one piece.

 [Stress bucket activity](#) – help young people identify what exactly is causing them stress and the things they can do to reduce it.

 [Mindfulness activities](#) – help young people calm their heightened emotions and cope with anxiety.

For more tips and advice on managing exam time, check out our guides for [parents/carers](#)

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/exam-time>

# RECENT HIGHLIGHTS FROM OAK TREES CLASS

## Allerton Waste Recovery Park Visit - April 2025

Oak Trees were very lucky to be visited by Laura from Allerton Waste Recovery Park to give a recycling assembly and workshop. The children learnt all about reducing, reusing and recycling waste and how the team at the recovery park use "black bag" rubbish to make energy.

The children completed a collage task using waste packaging from their lunches to create 4 signs for our school hall. Thanks to Laura for providing a lovely workshop. We had a great afternoon.



## Other School Notices

We would be very grateful for any **donations** of:  
**outdoor sand/water toys and pots and pans** for our EYFS areas  
Thank you in advance if you can help.

Please can we ask that you **check your child/ren's ParentPay account**.  
We have a lot of outstanding balances for past events, trips and lunches etc.  
If you have any queries or issues regarding payment, please contact school.

### **Reminder on warmer days-**

Please ensure your child brings a **sun cream and a hat** (that are both named)  
Children should also have a named water bottle with them daily.

### **Lost property**

We have a lot of items in our lost property box. Please do come and check to  
reclaim any items. Anything remaining at the end of term will go to charity.



# SCHOOL AND VILLAGE COMMUNITY REMINDERS

## VE Day Beacon Lighting - 08/05/25 at 9pm

This will include a short commemoration ceremony at the Picnic Site

## Leavening Scarecrow Festival - 20/06/25

It's back this year with the theme of characters from children's literature.

There will be a trail and prizes to be won – details to be announced at the Village Fete.

## Leavening Community Summer BBQ and Fete - 05/07/25 & 06/07/25

Leavening Parish Council and Events team are organising this over the weekend of 5th July.

There will be a community BBQ with music on the Saturday evening and the full village fete with games, performances and stalls on the Sunday.

We are in talks with the committee for Leavening School choir to participate. Confirmed times and details TBC. We will also be selling ice lollies and running a 'hook a duck' stall raising funds for FOLS.

**If you can help with this for a short time (we can create a rota), please get in touch with the office.**

Your support would be very much appreciated.

## Parent and carer 'Tea and Talk' well-being morning

Mrs Mitchell would like to thank all those who attended this event last week at the allotment. It was very well received and we are already looking forward to the next one. Details to follow in due course...

A word from one of our school carers who attended the event:

*"It was lovely to meet up with other parents in the village allotment area last Friday. A wonderful environment particularly on this sunny morning!"*

*This gives parents/guardians the opportunity to chat and share stories about our kids and any issues that we'd like to share.*

*The session was very welcoming and the bacon butties were fab."*



## PLANT SALE SUCCESS!

A huge thank you to everyone who supported the plant sale at school last week. We raised a fantastic **£180!** This will go towards gardening resources for Forest Schools and the allotment, as well as physical-activity resources for children across the whole school.

## BAKE SALE - FRIDAY 9<sup>th</sup> MAY

We will be having a bake sale next Friday (9th May) to support the Rosie May Foundation.

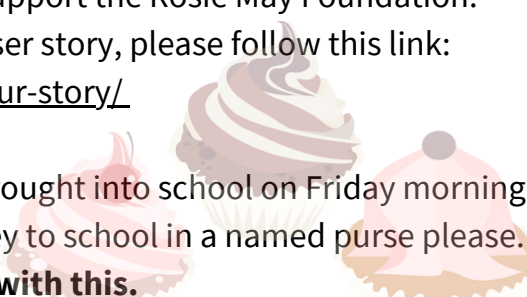
For more information about this very special fundraiser story, please follow this link:

<https://www.rosie-may.com/our-story/>

**Please can we ask for donations of baked items-** to be brought into school on Friday morning. All items will be 20p each. Children should bring any money to school in a named purse please.

**Many thanks for your support with this.**

Rosie May  
foundation





# Safety around dogs

**The bond between your child and dog can bring fun and happiness to family life. We don't expect our own dog to bite, but any dog can bite if they feel they have no other option.**


**Children are most likely to be bitten at home, by a familiar dog. Luckily most bites are preventable and close supervision is key.**

 **A calm, happy dog** is less likely to react unsafely to children's natural exuberance.

- Give your dog a safe space of their own where they can go if they need time out. Have a rule to leave them alone when they're there.
- Keep them occupied – physical exercise and mental activity help keep your dog happy.
- Teach your child to be calm and kind with your dog. Avoid shouting, teasing or restrictive cuddles.

 **Close supervision** is the most important thing to keep children safe.

- Watch, listen and remain close when your child and dog are together.
- If either your dog or child seems unhappy, positively and calmly separate them. You can throw your dog a treat or toy, or lead your child away.
- **Understand your dog's body language** so you can spot signs they feel uncomfortable or stressed.
- When you know you'll be distracted during busier times, use safety gates to keep children and dogs separate. Or, take your child or dog with you.

 **Trigger times** – teach your child to leave your dog alone when they are:

- Sleeping – no-one likes to be woken up suddenly.
- Eating or having a treat – they might think you're going to take their food.
- Have a toy or something else they really like – they might not want to share!



 **Your growing child** – as your child changes, the risks can change too.

- Teach the rules to your child from an early age and keep explaining them as your child understands more.
- As your child becomes more mobile, review changes needed, like adding safety gates.
- Think ahead about your changing family life and new risks that can emerge. Read our fact sheet on bringing baby home.

 **Still worried?**

- If you're worried by the way your dog is with your child, talk to your vet. They'll check your dog's health and can refer you to a qualified animal behaviourist.
- Visit the **Animal Behaviour and Training Council** website to find a qualified behaviourist near you.



# Stay & Play

Leavening Community Primary School

Come and join us every Monday  
9.30am - 11am for a cuppa and a chat.

FREE for all parents and carers with  
children age 0 - 4 years

Back Lane, Leavening, YO17 9SW



Starts Monday 12th May

Any questions please contact Emma

[Eisaacs@leavening.n-yorks.sch.uk](mailto:Eisaacs@leavening.n-yorks.sch.uk)



# Early Adopter FREE breakfast club offer

This new scheme will offer FREE daily breakfast club provision to ALL children in **Reception to Year 6** from **8.05am-8.35am**. After this time, they will be supervised until the start of school at 8.45am.

Children can enjoy a healthy breakfast **at no cost**.

This includes a choice of **cereal, toast with preserves, fruit, yoghurt, fresh juice and water** along with themed breakfasts on special occasions.

Food allergies are catered for.

Breakfast club takes place in the Learning Zone.

Engaging activities are planned each morning and led by our existing school staff; Miss Woodcock, Mrs Isaacs, Mrs Taylor and Ms Kemp.

Breakfast club will still continue to run as usual from **7.30am** for those needing provision at an earlier time.

For the duration of this scheme for the summer term-

Any child (Reception-Year 6) that arrives **before the free 8.05am** session- will be charged at a **reduced** rate of **£3.50/child** (usual rate: £4/child).

**To book your child into Breakfast club** and take advantage of this scheme, please email the office- **admin@leavening.n-yorks.sch.uk** giving at least 24hrs notice before the date of the booking. Remember, you may book in for the **occasional morning or just for a couple of mornings a week**; it does not have to be a regular commitment.



***"Out of 10, I would  
give Breakfast Club  
an 11"***

*(Jenny, a regular pupil  
at Breakfast Club)*





# Sing The Movies

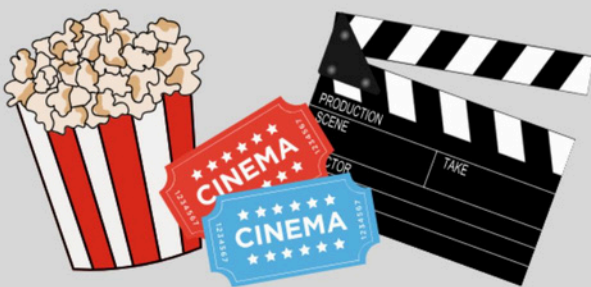


Singing workshop for 6 – 16 year olds

All Welcome

Wednesday 28th May

9.45am – 12.30pm



**Friends Meeting House,  
Greengate, Malton**

**Tickets £20 available from:**

<https://buytickets.at/singingwithmissnicky.youngcrescendos/1289353>

[singingwithmissnicky.mymusicstaff.com](https://singingwithmissnicky.mymusicstaff.com)

Workshop run  
by Miss Nicky  
from





# 10 Top Tips for Parents and Educators

## SAFETY ON THE ROAD

Traffic-related incidents are a significant risk for young pedestrians and cyclists, so understanding road safety is crucial for children's wellbeing. While all road users share responsibility for keeping one another safe, this guide offers strategies for empowering young people to navigate the roads confidently and responsibly.

### 1 TAKE PRACTICE JOURNEYS

Making 'practice' journeys with children is a great way to help them stay safe, thereby modelling responsible behaviours and having road safety conversations as they prepare to travel independently. Add hazard perception activities like spotting electric vehicles – which may have a green number plate – and point out how quiet they are. Children learn by watching others; remind them that their peers might not always be the best role models.

### 2 BE BRIGHT, BE SEEN

Visibility is lower during darker winter days, and drivers need to take extra care to look out for pedestrians. Wearing bright and reflective clothing can help make children more visible to drivers near roads. In poor daylight conditions, encourage children to wear light, bright or fluorescent clothing. When it's dark, wear reflective clothing or materials such as a reflective armband or jacket.

### 3 EYES UP

Encourage children to look up and keep their eyes on the road. Teach them to constantly watch for traffic and practise double-checking the road before crossing – looking right, left and then right again.

### 4 LIMIT DISTRACTIONS

Where possible, devices like phones should be kept away from children while out and about near roads. If they're carrying devices, these should be put away until they've reached their destination. Children must also avoid playing with toys or being distracted by friends. If a friend wants to show them something funny on their phone, there'll be time for that once they've safely arrived.

### 5 SLOW DOWN

Discuss the importance of waiting instead of crossing immediately. It can be tricky to judge the speed of traffic and spot obstacles that could cause a trip or a fall. For safety, children must stop and think before they get to the kerb and should always walk – not run – when crossing the road. They should avoid crossing until they're certain they have plenty of time. Even if traffic seems a long way off, it could still be approaching very quickly.

### 6 STOP BEFORE THE KERB

Teach children to stop before reaching the kerb – not right at the edge of it. Halting before they get to the kerb allows them to see if anything's coming, whereas getting too close to traffic is dangerous. If there's no pavement, children should stand back from the road's edge but ensure they can still see approaching traffic.

### 7 CROSS SAFELY

Children should always find a safe spot to cross the road, prioritising zebra crossings or pelican crossings, footbridges and subways. Find a place where they can see traffic coming from both directions. Avoid crossing near junctions, bends in the road, or obstacles that block their view, instead moving to somewhere they can see and be seen. Remind them to use their eyes and ears together when checking the road, as sometimes they can hear traffic before they can see it. Looking and listening while crossing helps them quickly spot traffic, including cyclists and motorcyclists driving between other vehicles.

### 8 PARKED VEHICLES

Crossing between parked vehicles is very dangerous. Teach children to use extra caution if crossing in this way, and, ideally, avoid it altogether. They should use the outside edge of a vehicle as if it were the kerb, waiting and checking for traffic before moving. They should ensure vehicles aren't about to move, by looking for drivers in the vehicles and listening for engines running – but remember that electric vehicles may move off silently. They should always make sure there is a gap between any parked vehicles on the other side, so they can reach the pavement.

### 9 REVERSING VEHICLES

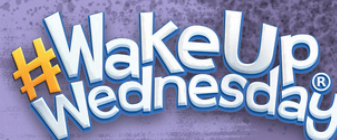
Children must never cross behind a reversing vehicle – it's extremely dangerous. Remind them to look for white reversing lights and listen out for warning sounds. Can they hear the engine sound or a radio playing inside the vehicle?

### 10 WAIT FOR THE BUS TO LEAVE

When getting off a bus, children must wait for it to leave before crossing so they can have a clear view of the road in both directions. This also allows them to see and be seen by other road users. Crossing near large vehicles is particularly dangerous and should be avoided.

## Meet Our Expert

THINK! is a year-round national campaign that aims to encourage safe road behaviours – whether we're driving, cycling, horse riding or walking – with the aim of reducing the number of people killed and injured on the UK's roads each year. Find out more at: <https://www.think.gov.uk/education-resources/>



The National College



## 10 Top Tips for Parents and Educators

# FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

### 1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.

### 2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.

### 3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.

### 4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.

### 5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.

### 6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.

### 7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.

### 8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.

### 9 RECOGNISE EFFORTS REGULARLY

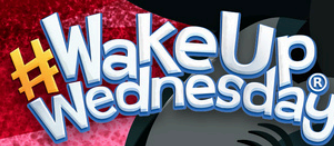
Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.

### 10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are swiftly and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

## Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.



The National College®

Source: See full reference list on guide page at: [nationalcollege.com/guides/fostering-a-sense-of-belonging](https://nationalcollege.com/guides/fostering-a-sense-of-belonging)