



EBOR GARDENS  
Primary Academy

# WEEKLY NEWS

Friday 23rd May 2025 - Issue 32

## A Message from Mrs Wathen and Mr Spink

Good afternoon everyone.

We close today for Spring Bank Holiday. We re-open on Monday 2<sup>nd</sup> June. Have a restful week ready for the action-packed second half of the Summer term.

### 30 hours free childcare

On the 12th May, the DfE blogsite published: How to apply for 30 hours free childcare and find out if you're eligible. This explains clearly who can apply for the 15 or 30 hours of funded childcare and how this works. Eligibility depends on whether you're working, your income, your child's age and circumstances and your immigration status. Full details about eligibility requirements can be found here:

<https://educationhub.blog.gov.uk/2025/05/how-to-apply-for-30-hours-free-childcare-and-find-out-if-youre-eligible/>

N - <b>89%</b>	RBT - <b>92%</b>	RDO - <b>97%</b>
1AD - <b>94%</b>	1MM - <b>95%</b>	2HW - <b>95%</b>
2RK - <b>98%</b>	3JH - <b>98%</b>	3NB - <b>98%</b>
4CS - <b>97%</b>	4RM - <b>99%</b>	5NP/LW - <b>95%</b>
5HW - <b>94%</b>	6FA - <b>97%</b>	6LB - <b>99%</b>

Whole School attendance this week is **96%**.

We are aiming for **96%** or above.

**Biscuit Bears:** 2RK, 4RM & 6LB

**Extra Play (97%+):** RDO, 2RK, 3JH, 3NB, 4CS, 4RM, 6FA & 6LB

**Pizza Party (100%):**



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# DIARY DATES 2025

- Friday 23rd May 2025** – School closes for half-term
- Monday 2nd June 2025** – School reopens for Summer 2
- Wednesday 4<sup>th</sup> June 2025** – Police Van to visit Y2, 3 & 4
- Thursday 5<sup>th</sup> June 2025** – Y5 Countryside Show Trip
- Friday 6<sup>th</sup> June 2025** – School Games Inclusion event
- Tuesday 10<sup>th</sup> June 2025** – Nerf Sports Event
- Thursday 12<sup>th</sup> June 2025** – Reception Welcome Meeting
- Wednesday 18<sup>th</sup> June 2025** – Y3 Mining Museum Trip
- Thursday 19<sup>th</sup> June 2025** – Big Talk
- 23rd & 24th June 2025** – Y4 Residential Trip
- wb 30<sup>th</sup> June 2025** – Last week of clubs
- 7th – 9th July 2025** – Y6 Residential Trip
- Thursday 10<sup>th</sup> July 2025** – Transition Day
- Thursday 10<sup>th</sup> July 2025** – Ice Cream Van in school
- Friday 11<sup>th</sup> July 2025** – Reports out to parents
- Tuesday 15<sup>th</sup> July 2025** – Art Gallery
- Thursday 17<sup>th</sup> July 2025** – Y6 Leavers' Assembly
- Thursday 17<sup>th</sup> July 2025** – Y6 Prom
- Friday 18th July 2025** – School closes for Summer



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**Please be sure to park very safely and sensibly around school at Breakfast Club, morning drop-off and afternoon pick-up. On some occasions, the main gate has been blocked by parents/carers cars.**

**Parents/carers and visitors must not park in front of the main gate so that cars (including emergency service vehicles) can get in and out at all times.**



## **Picking-up Your Child Early**

**If you need to pick your child up before the end of the day (for an appointment etc), please let the school office know in the morning so that they can have your children ready for you in the main office.**



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# NATASHA'S LAW

NATASHA'S LAW, WHICH CAME INTO EFFECT ON OCTOBER 1ST, 2021, REQUIRES SCHOOLS TO CLEARLY LABEL ALL PRE-PACKAGED FOOD SOLD/GIVEN OUT ON-SITE WITH A FULL LIST OF INGREDIENTS, EMPHASIZING THE 14 ALLERGENS, TO PROTECT STUDENTS WITH FOOD ALLERGIES.

## WHAT DOES IT MEAN FOR SCHOOLS?

SCHOOLS MUST ENSURE THAT ALL PRE-PACKAGED FOOD THEY SELL, SUCH AS SANDWICHES, SALADS, OR CAKES HAVE A FULL LIST OF INGREDIENTS AND THAT ALLERGENS ARE CLEARLY HIGHLIGHTED.

THIS MEANS THAT ANY FOOD GIVEN TO SCHOOL FOR BIRTHDAYS AND CELEBRATIONS MUST HAVE A FULL LIST OF INGREDIENTS (INCLUDING ALLERGENS) SO THAT THEY CAN BE SENT HOME FOR PARENTS TO DECIDE IF THEIR CHILD CAN HAVE THEM.

YOU CAN FIND MORE INFORMATION FROM THE FOOD STANDARDS AGENCY AND [THE NATASHA ALLERGY RESEARCH FOUNDATION](#).



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56

# What Parents & Educators Need to Know about GROUP CHATS

64

On messaging apps, social media and online games, group chats are among the most popular ways that young people engage with their peers online, involving three or more individuals. These groups allow users to send messages, images and videos to everyone in one place. While they can be great for connecting with others, there are several risks posed by these tools.

## WHAT ARE THE RISKS?

### BULLYING

Teens are often trying to find their place in their social group. Unfortunately, group chats can sometimes lend themselves to unkind comments being shared freely, putting people down to make their peers laugh – often creating a vicious circle that encourages others to join in. Being bullied so publicly – in front of friends and acquaintances – can also amplify the hurt, embarrassment and anxiety that the victim feels.

### EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: for instance, starting a new group, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one person doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss events that exclude them – for example, sharing photos from a day out that they didn't attend.

### INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by a child if they are part of that group, whether they actively engage in it or not. Some apps have features that cause messages to disappear after they're viewed, so children may be unable to report something they've seen, as it can only be viewed once or for a short time.

### SHARING GROUP CONTENT

Group chats can feel more private and protected, allowing children to share inside jokes and video calls with a smaller group of friends. It's important to remember that while the chat's content is private between those in the group, individual users can easily share material with others outside of the group, or screenshot what's been posted. The risk of something a child intended as private becoming public is higher if there are strangers in the chat.

### UNKNOWN MEMBERS

Within larger group chats, it's more likely for children to communicate with people they don't know. These strangers may be friends of the host, but not necessarily friendly towards everyone present. It's wise for young people to avoid sharing personal details and remember that they have no control over what others do with the material they send into the chat.

### NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications they tend to generate. Every time someone sends a message, each member's device will be 'pinged' with an alert. This could result in hundreds of notifications a day. This is often highly distracting, and young people's fear of missing out (FOMO) can cause increased screen time as they try to keep up with the conversation.

74

## Advice for Parents & Carers

117

### CONSIDER OTHERS' FEELINGS

Group chats can become an arena for young people to compete for social status. This could cause them to do or say things on impulse which could upset others. Help children consider how people might feel if they behave in this way. If the child does upset someone, encourage them to reach out, show empathy and apologise for their mistake.

### GIVE SUPPORT, NOT JUDGEMENT

Group chats are an excellent way for children to connect and feel like they belong. However, remind them that they can confide in you if they feel bullied or excluded, instead of responding to the person who's upset them. Validate their feelings and empower them by discussing how they'd like to handle the situation. You can also encourage children to speak up if they witness others being picked on.

### BLOCK, REPORT AND LEAVE

If a child is in a chat where inappropriate content is being shared, advise them to block whoever sent the material, report that person to the host app or platform and exit the group. If any of this content could put a minor at risk, contact the police. Emphasise that it's OK for children to simply leave any group chat that makes them feel uncomfortable.

### PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Ensure children understand the importance of not revealing identifiable details like their address, their school, or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they can't be certain where it might end up and how it might be used.

### AVOID INVITING STRANGERS

Sadly, many individuals online hide their identity to gain a child's trust and serve their own ends – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure the child understands why they shouldn't add people they don't know to a group chat – and why they should never accept a group chat invitation from a stranger.

### SILENCE NOTIFICATIONS

Having a device bombarded with notifications from a group chat can be an irritating distraction – especially if it's happening late in the evening. Explain to children that they can still be part of the group chat while disabling notifications – and that it would be healthier for them to do so, avoiding a situation where they could feel pressured to respond.

## 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.



#WakeUpWednesday

The National College

Sources: <https://www.thinkuknow.org.uk/11-13/its-also-about/looking-at-online-group-chats/> <https://www.ncsc.gov.uk/keeping-children-safe/online-safety/social-media/chat-apps/>

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At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

# What Parents & Educators Need to Know about VIOLENT CONTENT ONLINE

Around 70% of teenagers say they've seen real-life violence on social media in the past year – often from as young as primary school age. Just 6% actively seek it out; most encounter it through group chats or social media algorithms. From fights and pranks to hate speech and graphic media, exposure to violent content online is more widespread – and more harmful – than many adults realise.

## WHAT ARE THE RISKS?

### MENTAL HEALTH AND TRAUMA

Children and young people report feelings of anxiety, guilt, shame or fear after seeing violent content. For some, these effects may be short term, but for those with existing vulnerabilities or past trauma, the impact can be more severe. Many also feel pressured to laugh off violent content to fit in with friends, even when they find it distressing.

### BEHAVIOUR CHANGES

Exposure to online violence can lead to fear and avoidance behaviours – such as skipping school or staying indoors. When children see weapons used in videos, it can heighten their perception that the world is unsafe and, in rare cases, increase the likelihood they'll consider carrying a weapon themselves, such as a knife for protection.

### ESCALATION AND PARTICIPATION

Violent videos often go viral quickly. What begins as an online argument can spill into real-world fights – which are sometimes filmed and shared to gain views or status. Some children even admit to sharing or creating violent content themselves to gain attention or boost their reputation.

### DESENSITISATION

Older teens may become numb to violent content after years of exposure, admitting they're unlikely to report it. Younger children also tend not to report it – usually because they don't believe anything will be done or because they're afraid of being labelled a 'snitch' by their peers.

### HARMFUL IDEOLOGIES

Violent content online may overlap with racist, misogynistic or otherwise extremist ideas. These messages can dehumanise others or glorify violence as a way to gain power, popularity or notoriety. Over time, this can normalise dangerous behaviours and attitudes among impressionable viewers.

### DISPROPORTIONATE IMPACT

Not all children are affected equally. Those who are excluded from school, marginalised, disabled or neurodivergent are often more vulnerable to the effects of online violence. It's essential to consider wider context – including home life and access to safe spaces – when thinking about potential harm.

## Advice for Parents & Educators

### CREATE SUPPORTIVE SPACES

Many children feel adults are too busy or won't understand their experiences online. Take time to build trust through non-judgemental conversations about what they're seeing. If they don't want to speak to you directly, gently signpost towards trusted services they can turn to for support.

### KNOW WHAT'S ILLEGAL

Some violent content is simply upsetting, while other examples may be criminal or a safeguarding matter that needs reporting. Help children understand the difference by staying informed about online laws and social media reporting procedures. A useful resource is [reportharmfulcontent.com](https://reportharmfulcontent.com).

### AVOID HARSH RESTRICTIONS

Fear of punishment is a major reason young people stay silent about violent content. Try not to overreact or threaten to take away devices. Instead, reassure children that they can speak openly and that asking for help won't get them into trouble.

### UNDERSTAND TECH AND TRAUMA

Older children may already know how to block accounts or avoid triggering content. Help younger or more vulnerable children learn these tools and encourage habits that reduce exposure. Just as importantly, teach techniques that help them process distress – building resilience and emotional literacy for both online and offline life.

### Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in digital safety, media law, and young people. Her PhD investigates children's understandings of risk online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal, and ethical considerations for the digital age. Visit [onlinemedialawuk.com](https://onlinemedialawuk.com) for more.



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## Parent/Carer Notice



**WE ARE**

**HIRING!**

# Cleaning Vacancies



We will shortly be employing cleaners directly into our Wellspring Cleaning Team and will have cleaning opportunities available across our Academies over the coming months

**Please register your interest by completing an application via the QR code or link below...**

<https://mynewterm.com/jobs/629632645/EDV-2024-WATC-00402>

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For more information about the role, please contact:  
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