



EBOR GARDENS
Primary Academy

Weekly News

FRIDAY 12TH DECEMBER 2025 - ISSUE 14

A Message from Mr Spink and Mrs Wathen

Good afternoon everyone.

This week we had our christmas Dinner and Jumper day in school. It was a roaring success and it was lovely to see lots of children wearing Christmas jumpers. The food was delicious and that comes with a big thank you to our catering team. There are plenty of pictures on our social media for you to see. Year 3 travelled to the Carriageworks Theatre in Millenium Square to see their annual pantomime. They had a wonderful time and lots of singing and laughter occurred.

Next week we begin our run of christmas performances. On Monday morning, EYFS take to the stage. On Tuesday afternoon Years 1 and 2 will be singing their hearts out. LKS2 will be giving wonderful renditions on Wednesday afternoon and UKS2 will complete our run on Thursday afternoon with their Christmas story and songs. On Friday, all the children will have a Christmas party in their classrooms and can come to school in their own clothes to enjoy the last school day of 2025. **School will close at 1pm prompt on Friday.** Enjoy a lovely weekend break.

Mr Spink & Mrs Wathen

N - 71%	RBT - 97%	RDO - 83%
1AD - 89%	1MM - 94%	2HW - 95%
2RK - 94%	3JH - 95%	3NB - 98%
4NP/RM - 96%	4RA - 95%	5CS - 94%
5HW - 94%	6DD - 99%	6LB - 96%

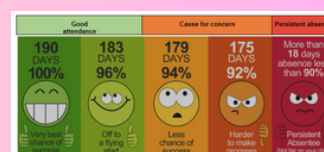
Whole School attendance this week is 94%.

We are aiming for 96% or above.

Biscuit Bears: RBT & 6DD

Extra Play (97%+): RBT, 3NB & 6DD

Pizza Party (100%):



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DIARY DATES 25/26

Monday 15th December 2025 – EYFS Christmas Performance (9:15am)

Tuesday 16th December 2025 – Year 1 Christmas Performance (1:15pm)

Tuesday 16th December 2025 – Year 2 Christmas Performance (2:15pm)

Wednesday 17th December 2025 – LKS2 Christmas Performance
(2:15pm)

Thursday 18th December 2025 – UKS2 Christmas Performance (2:15pm)

Friday 19th December 2025 – School closes for Christmas (1pm)

Monday 5th January 2026 – School opens for the Spring Term



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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 ARE EXPECTING YOU - THANK YOU.



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What Parents & Educators Need to Know about SCHOOL AVOIDANCE

UNDERSTANDING SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

IMPACT OF SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include tummy aches, headaches, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and spent away from screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



Source: See full reference list on guide page at: nationalcollege.com/guides/school-avoidance



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Starting Fri 30th January, 12:30-2:30pm (8wks)

Book your free place, contact:

www.bccleeds.org/events or 0113 2431375

The Welcome Drop-in, 88 Lincoln Green Road, LS9 7SU

Hosted by Bridge Community Church

Find your nearest course at caplifefskills.org



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