



Beckingham Primary School Bulletin

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Online safety

As we approach Safer Internet Day on 10th February, we are reviewing how we deliver information to the children about this important topic and will be providing regular updates on newsletters about what we cover in school. We hope to be able to offer the opportunity for parents to attend sessions on subjects such as misinformation on social media and the rapidly growing use of AI and how this might impact on your children as they learn to safely navigate the online world.

If there is a particular area of safer internet use that you would like information about, please email the office and we will endeavour to deliver appropriate information and advice where we can.

Information about group chats is shared on page 3 of the newsletter, as there has been growing interest in school this week in Apps such as Kinzoo, that are aimed at ages 4+, allowing children to message each other with greater parental control. We will be discussing with the children that it is important to remember the need to be kind in online conversations whichever platform they are using, to enable them to feel comfortable to disable notifications if they are becoming a distraction and that they can share with trusted adults if they are concerned about chat content.

Please do not hesitate to contact us if you have any questions.

Dates for your diary:



THIS WEEK W/C 2nd February

Monday 2nd February – Oral Health programme – tips for cleaning teeth - Foundation /Y6 SATS club 3.30 – 4.30 pm

Friday 6th February – NSPCC Number day, EYFS Stay and Play (am)

Parent meetings – Tuesday 3rd and Thursday 5th February by appointment

NEXT WEEK W/C 9th February – Children’s mental health week

Monday 9th February – Y6 SATS club 3.30 – 4.30 pm
Young Voices at Sheffield Utilita Arena

Tuesday 10th February – Safer Internet Day/Library Van

Wednesday 11th February – Valentine’s Disco 3.30pm

Thursday 12th February – Trip to the BumbleBee solar farm site KS1/KS2

Friday 13th February – Early pancake day – end of term!

Staffing update

We are pleased to be able to share with you that Miss Thorpe will be returning to work following her maternity leave after the half-term holiday and will be working four days a week. The staffing for all classes has been carefully considered and to ensure continuity for each class as effectively as we can, class groupings and teachers will be as follows:

Foundation – Mrs Brumby

Class 1 – Mrs Lee (Monday – Wednesday) & Miss Thorpe (Thursday/Friday)

Class 2 – Miss Thorpe (Monday/Tuesday) & Mrs Patchett (Wednesday – Friday)

Class 3 – Mrs Day

The governors and I would like to welcome Miss Thorpe back and extend our thanks to Mrs Lee and Mrs Patchett for their hard work and commitment as they stepped in to cover the remainder of the maternity leave after the unexpected departure of Ms Smithson at the end of the summer term.

Snap shots of our learning!

Foundation – Foundation children have continued their animal theme this week by creating collages of different animal skins and writing about their chosen animal using their phonics knowledge. They have also been climbing over equipment in PE imagining they are animals in the wild.

Class One – Class One have been making shoe-box habitats, finding out which animals and plants would survive there. They have also been writing alternative endings to 'George's Marvellous Medicine' which are so funny that Roald Dahl would have been proud!

Class Two – Class 2 have been investigating shadows in Science, making scenery for their 'whodunit' theatres to continue to solve the crime of the missing diamond earrings. They have also been designing a garden as part of their PSHE lessons that would be accessible to people with physical disabilities, ensuring inclusion for all.

Class Three – This week, Class 3 have been considering inspirational people as part of RE and how they have become role models for young people. They have also been using their knowledge of fractions to understand the concept of decimals and how they can convert between them.

Attendance update

As we approach the mid-point of the year, we will be providing you with an up-to-date attendance certificate for your child at parents' meetings.

We are pleased to share that our attendance rate as a school has significantly improved from the previous academic year at this point and we are currently placed in the top 30-40% of schools in the country. This is checked fortnightly and it is hoped that we continue to move up in the rankings! If you have any concerns relating to ensuring regular school attendance, please do not hesitate to contact Mrs Furniss, who will arrange support where necessary. We understand that children can be ill and are sensitive to individual situations, working with you to support your child to access their statutory education as much as possible.

95%	=	40 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	80 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	=	120 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	160 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

Attendance Ladder



What Parents & Educators Need to Know about GROUP CHATS

WHAT ARE THE RISKS?

On messaging apps, social media and online games, group chats are one of the most popular ways that children connect. Group chats allow messages, images and videos to be shared in one place and help friendships flourish; however, they also come with a number of risks.

TEASING AND BULLYING

Children of all ages are keen to fit in socially, and group chats can sometimes complicate that process. While group chats can foster connection, they can also give way to mean comments or jokes at someone's expense, especially when others join in for laughs. When bullying happens publicly, in front of friends and classmates, it can intensify the emotional impact – adding to embarrassment, anxiety and feelings of isolation for the child being targeted.

UNKNOWN MEMBERS

Children often can't control who is added to a group, which can lead to privacy concerns. Sharing personal details in group chats can be dangerous, and children have no control over what others do with the material they send. Some members of the chat might even decide to use such information maliciously.

PEER PRESSURE

Children may feel they have to constantly stay engaged just to be included and keep up with the conversation. In some cases, they might partake in inappropriate behaviours – like sharing explicit photos, jokes or teasing – just to fit in. Group settings can also encourage children to act in ways they normally wouldn't, or stay silent when they know something is wrong, out of fear of being excluded. Some children may find it difficult to leave toxic group chats.

INAPPROPRIATE CONTENT

Some group chats may include inappropriate language or imagery. Even if a child isn't actively participating in the conversation, they may still be exposed to this content simply by being part of the group. Some apps have disappearing messaging features, where content is only available once or for a few seconds, which makes it harder for children to report something they've seen.

EXCLUSION AND ISOLATION

Exclusion in group chats is common and can take several forms. Sometimes a new group is created specifically to leave one child out on purpose. In other cases, the chat may happen on an app that a child doesn't have access to, making it impossible for them to join in. This can cause feelings of being left out – even unintentionally.

VIDEO AND LIVE CHATS

Many popular apps allow children to engage in live streaming with interactive chats or have group video chats. Anyone can be added to these streams, and often children tag peers in the comments and have conversations which are unmoderated. There's a risk of being exposed to inappropriate or violent content and offensive language, either in the group videos or via the group chats.

Advice for Parents & Educators

CONSIDER OTHERS' FEELINGS

Group chats can become an arena for children to compete for social status. Help children consider how people might feel if they behave unkindly. If a child does upset someone, encourage them to reach out, show empathy and apologise for their mistake.

SET SOME GROUP CHAT RULES

Discuss safe group chat practices, such as asking a peer for consent before adding them to a group chat, or leaving a group chat if a stranger is added. Tell children that if they're added to a group they didn't agree to beforehand, it's OK for them to leave immediately.

BLOCK, REPORT AND LEAVE

If a child encounters inappropriate content or feels uncomfortable in a group chat, encourage them to block and report the sender and leave the group. Make sure children know it's OK to leave a group chat if they feel uncomfortable or unsafe.

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 bullied.

PRACTISE SAFE SHARING

It's vital for children to be aware of what they're sharing and who might potentially see it. Ensure they understand the importance of not revealing personal details – like their address, their school, or photos 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 or how it might be used.

SILENCE NOTIFICATIONS

Being 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 a group chat while disabling notifications. In fact, it would be healthier for them to do so, helping them avoid the pressure to respond immediately.

Meet Our Expert

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



The National College

LUNCH MENU



time to talk day



	Monday 2nd Feb	Tuesday 3rd Feb	Wednesday 4th Feb	Thursday 5th Feb	Friday 6th Feb
Lunch Option 1	Macaroni Cheese & Bread Selection	Roast Chicken & Mashed Potato	Beef Bolognese Pasta	Build a Burger - Beef Burger & Fresh Roll	MSC Breaded Fish Fingers
Lunch Option 2	Vegetable Hot Pot	One Pot Chicken, Onion & Pepper Fajita Rice	Cheese & Ham Slider	Cheese & Bacon Turnover	BBQ Chicken Breast
Lunch Option 3	Mild Mexican Bean Wrap	Creamy Vegetable Puff Pastry Pie & Mashed Potato	Quorn Bolognese Pasta	Quorn Patty, & Fresh Roll	Breaded Veggie Nuggets
1, 2 & 3 served with	Peas & Diced Carrots	Mixed Vegetables	Rainbow Salad Platter	Hash Brown, Baked Beans & Ketchup	Potato Wedges, Peas & Ketchup
Lunch Option 4	Jacket Potato with a selection of fillings	Jacket Potato with a selection of fillings	Jacket Potato with a selection of fillings	Jacket Potato with a selection of fillings	Jacket Potato with a selection of fillings
Lunch Option 5	Tuna Mayo Baguette	Cheese Baguette	Sliced Ham Baguette	Egg Mayo Baguette	Sliced Ham Baguette
4 & 5 served with	Served with Mixed Salad	Served with Mixed Salad	Served with Mixed Salad	Served with Mixed Salad	Served with Mixed Salad
Dessert Option D	Oat Cookie	Chocolate Cracknel	Peaches & Squirry Cream	Chocolate Marble Sponge Cake & Buttercream	Flapjack Finger & Orange Wedge
Dessert Option Y	Yeo Valley Organic Yoghurt	Yeo Valley Organic Yoghurt	Yeo Valley Organic Yoghurt	Yeo Valley Organic Yoghurt	Yeo Valley Organic Yoghurt
Dessert Option F	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit