



# BEENHAM PRIMARY SCHOOL

VALUING OURSELVES. VALUING EVERYBODY.

## The Beenham Bulletin

Welcome to the Beenham Primary School Termly Bulletin

Friday 24<sup>th</sup> May 2024

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## Headteacher's Message

I don't know where this term has gone! To say we have been busy in school would be a huge understatement. There has been so much fantastic learning going on throughout the school as well as lots of lovely enrichment and wellbeing activities – made all the more enjoyable when the sun decides to join us! Those of you who have joined our celebration assemblies on Friday mornings have been able to see array of excellence across the year groups. It is always a delight to share achievements and feelings of pride with the children in both their learning and their other interests beyond school.



At the start of this term, each class began a new topic. Tala have been learning all about sunflowers and have particularly enjoyed their science lessons, exploring everything there is to know about minibeasts. Torak have been investigating ancient civilisations, looking at the founding of civilisations with a focus on ancient Sumer. They have also been doing some really exciting writing and publishing their stories inspired by The Great Choco-plot! Tundra have learned about Britain at War, starting with an exploration of the wars throughout British history before narrowing their focus to World War One. They have particularly enjoyed getting creative and producing some beautiful war-inspired artwork, including tissue paper poppies and soldier silhouettes.

Next term, the topics in each class will be:

Tala: Marvellous Monarchs

Torak: Ancient Civilisations (Ancient Egypt)

Tundra: Britain at War (World War Two)

As many of you know, year 6 completed their SATs last week and all did really well. The tests always come with a certain anxiety (for the adults as well as the children!) and it is a big relief to have them out of the way now. I can't believe we are once again down to the final few weeks of the year 6's time at Beenham. To reward their hard work and celebrate the end of primary school, they have a lot to look forward to next term, including a residential trip to Croft Farm, their leavers' trip and transition days to their new schools.

I am really looking forward to the next term and seeing the year out in a positive way. I would like to take this opportunity, once again, to thank you for the support I have received in stepping into my new role as well as the ongoing support for the school.

I hope you all have a peaceful half-term and I look forward to seeing you on Monday 3<sup>rd</sup> June.

Take care,

Miss Sophie McBean

## The Beenham Way



## Value of the Term: Confidence



Our 6 key values are: confidence, independence, co-operation, care, responsibility and resilience.

*Our affirmations for confidence*

<b>Confidence</b>
I trust myself
I try new things
I work to be my best
I believe in myself
I can be whoever I want to be
I show up for myself



# What Parents & Carers Need to Know about

# SNAPCHAT

AGE RESTRICTION  
**13+**

## WHAT ARE THE RISKS?

Snapchat is an instant messaging app which allows users to send images, videos and texts to people in their friends list. One of Snapchat's unique features is that pictures and messages 'disappear' 24 hours after they've been viewed; however, this content isn't as temporary as many believe - with some users saving screenshots or using another device to take a photo of their screen. This year, Snapchat added 'My AI': a customisable chatbot with which people can chat and share secrets, as well as asking for advice and suggestions of places to visit.

## CONNECTING WITH STRANGERS

Even if your child only connects with people they know, they may still get friend requests from strangers. The Quick Add option lets users befriend people the app recommends - but these 'friends' are merely a username, which could have anyone behind it. Accepting such requests reveals children's personal information through the Story, SnapMap and Spotlight features, potentially putting them at risk from predators.

## EXCESSIVE USE

Snapchat works hard on user engagement, with features like streaks (messaging the same person every day to build up a high score). Spotlight Challenges tempt users into spending time producing content in search of cash prizes and online fame, while it's easy for children to pass hours watching Spotlight's endless scroll of videos.

## INAPPROPRIATE CONTENT

Some videos and posts on Snapchat aren't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people (teens in particular) to share explicit images on impulse - so sexting continues to be a risk associated with Snapchat.

## ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

## ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beauty' effects on photos can set unrealistic body-image expectations - creating feelings of inadequacy if a young person compares themselves unfavourably with other users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

## VISIBLE LOCATION

Snap Map highlights a device's exact position on a virtual map which is visible to other users. There are options to restrict who can see this information: all friends, only you (Ghost Mode) or selected friends. Snapchat also has real-time location sharing, which is intended as a buddy system to ensure friends have reached home safely - but which could also be used to track a young person for more sinister reasons.

## Advice for Parents & Carers

### TURN OFF QUICK ADD

The Quick Add feature helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).

### CHOOSE GOOD CONNECTIONS

In 2021, Snapchat rolled out a new safety feature: users can now receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users that they rarely communicate with, to maintain their online safety and privacy.

### DISCUSS AI

Although My AI's responses can often give the impression that it's a real person, it's essential that young people remember this certainly isn't the case. Encourage your child to think critically about My AI's replies to their questions: are they accurate and reliable? Remind them that My AI shouldn't replace chatting with their real friends, and that it's always better to talk to an actual person in relation to medical matters.

### CHAT ABOUT CONTENT

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it's important to talk openly and non-judgementally about sexting. Remind your child that once something's online, the creator loses control over where it ends up - and who else sees it. Likewise, it's vital that children understand that some challenges which become popular on the platform may have potentially harmful consequences.

### KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Snap Stories are visible to everyone your child adds, unless they change the settings. On SnapMaps, their location is visible unless Ghost Mode is enabled (again via settings). It's safest not to add people your child doesn't know in real life - especially since the addition of My Places, which allows other Snapchat users to see where your child regularly visits and checks in.

### BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, your child can select the three dots on that person's profile and report or block them. There are options to state why they're reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).

## 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.



**NOS** National Online Safety®  
#WakeUpWednesday

Source: <https://help.snapchat.com/hc/en-gb/articles/2026196356602-What-is-My-AI-on-Snapchat-and-how-do-I-use-it> | <https://uk.usnps.com/en-GB/news/early-behaviour-for-researchers-and-how-ability-enhancements> | <https://help.snapchat.com/hc/en-gb/articles/2026196356602-What-is-My-AI-on-Snapchat-and-how-do-I-use-it> | <https://help.snapchat.com/hc/en-gb/articles/2026196356602-What-is-My-AI-on-Snapchat-and-how-do-I-use-it>

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# Joyful June

Can you complete all of these wellbeing activities before the end of June?

Take a stroll in the sunshine.

Play outside in the park.

Pick some flowers for someone.

Make a joyful June card to give a friend.

Have a picnic.

Make a list of three things you want to do in June.

Write a poem about the month of June.

Make up a song with a friend and sing it outdoors.

## School Attendance



With the significant loss of education over the past few years, it is more important than ever for your child to be in school.

If your child is absent 1 day per week, this equates to 2 months of learning lost every year. 95% attendance is deemed good attendance at school, this still means that 10 days (2 school weeks) are lost each year.

Not achieving regular attendance at school impacts your child in many ways:

- Falling behind in learning as knowledge and skills will be taught in sessions they miss.
- A loss of enjoyment of learning and motivation
- Less chance of success at GCSE
- Increased likelihood of poor behaviour
- Missed opportunities of social life at school and extracurricular activities
- Negative effect on ability to have or maintain friendships.

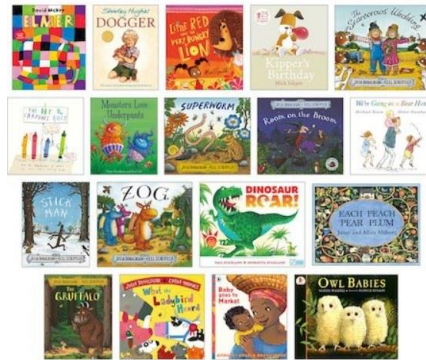
### Holidays during term time

You must get permission from the headteacher if you want to take your child out of school during term time. Please contact the school office to complete a holiday request form.

Headteachers will only grant a leave of absence during term time in exceptional circumstances. It's up to the headteacher how many days your child can be away from school if leave is granted.

You can be [subject to legal action, including fines](#) for taking your child on holiday during term time without the school's permission. If we believe you are on holiday but report your child as ill, we can request medical evidence to avoid administering a fine.

## Reading at Beenham Primary School



### Home School Reading Books

Please spend time hearing your child read each evening, it's important that children get an opportunity to practise their decoding of words using their phonics or reading aloud to an adult to develop their fluency. Reading records are provided for adults to record when they hear their child read or for independent readers to record a summary or review of what they have read.

Unfortunately, we are limited in the amount of phonics reading books we have as we purchase high quality books which match our phonics scheme. As a result, they are expensive, and we will have to ask parents to contribute towards the cost of replacing them if your child's is damaged or lost.

## Inclusion News



Everyone is welcome at this school, there are no outsiders.

At Beenham Primary School, we celebrate our differences and have created a culture of acceptance and support which relies on adults modelling this. Even when things get difficult, we won't stop supporting any child, instead we adapt our practice and support them in the best way possible to meet their needs.

### What is Autism?

Autism is a lifelong condition which can affect social and communication skills. As Autism is a spectrum condition, every Autistic person is affected differently. Autism is a lifelong condition which can affect social and communication skills. As Autism is a spectrum condition, every Autistic person is affected differently.

Autistic children can have differences with their social and communication skills, although this is not the same for everyone. Some Autistic children may find it difficult to perceive the world around them. Some may find it hard to read or understand the emotions of others.

Some Autistic children have excellent memories - they can remember facts, be very precise with detail and can follow schedules and routines. However, this is not the same for everyone on the Autism Spectrum.

Autistic people may learn a lot about a topic they like, which could be anything!

Most Autistic children go to mainstream school, while others require support at special schools.

We are fortunate as a school to be supported by the local authorities Autism Advisory Service, we had an advisor who comes in to run and support sessions each fortnight.

If you would like any further information on Autism, please visit [www.autismberkshire.org.uk](http://www.autismberkshire.org.uk)

## Words You Need to Know to Befriend Kids with Autism

- 1 Ask.**  
Ask if they want to go to the movies. Ask if they like "Star Wars." Ask if they love pizza. Ask if they eat frozen yogurt. You need to ask in order to know.
- 2 Accept.**  
Accept them just like they are. There may be some things they do or say that might not make sense to you, but, they make sense to them. Accept it. Accept them. And maybe, once again, ask. Ask them why they do what they do, so then it will make sense to you.
- 3 Consider.**  
Consider them. Include them. Think of them. If after school or rehearsal or the football game you are going for pizza or frozen yogurt, even if it seems they prefer to be alone, we all like to be included, we all like to think, "Wow, they thought of me!" Even if they choose not to go, they will remember that you considered them.
- 4 Educate.**  
Educate yourself about autism, but educate yourself about the individual. Inquire why they are so particular about food. Find out why routines are so important to them. Learn why "new" is so difficult.
- 5 Forgive.**  
Like any friend, a person with autism might make a mistake. They might be brutally honest because they don't know any other way to be. The truth might hurt a little, but, honesty is a great quality in a friend.
- 6 Ask (again).**  
They may have said no every single time you asked them to join you, but, keep asking. One time they might just say yes.
- 7 Space.**  
If you do ask them, if you do consider them and if they say yes, they may need a little space after a period of time. They will know when they need that space and when they are ready to join you again.
- 8 Time.**  
It takes time for them to connect, to trust, so you need to give them some time. If you give them their time, I promise they are so worth yours.
- 9 Remind.**  
They may need you to remind them about practice, rehearsal or where you are sitting at the football game (repeatedly). If they forget, again, it's not personal, it's not that they don't value your friendship, they just need another reminder that will help them see that you considered them.
- 10 Scripting.**  
Many kids with autism love to say lines from memes, movies and television shows and use them at just the right time, in just the right way. This might be the way they feel most comfortable communicating. It's not weird, it's just different.
- 11 Literal.**  
They are very literal with language, so sometimes slang, sarcasm and abstract language will "go over their head." If they look confused or don't respond when you ask them, "What's up?" explain what you mean in a literal way. "Hi, what are you doing?" then they will get it — and you.
- 12 Individual.**  
Remember that he or she is an individual not a collective disorder. He/She is (insert name here), not autism.
- 13 Respect.**  
Even after you ask, educate and consider, you still might not "get" them, but, please still respect them. Chances are really good that they don't quite get you either, but, they will always respect you.
- 14 Kindness.**  
Just be kind. Period. The end. Just trying to be their friend, even if you don't get something right, you will never, ever be wrong.

[www.awenestyofautism.com](http://www.awenestyofautism.com)  
Poster proudly supplied by the AWEneSty of AutIsm  
For more information contact Kathy Hoover, kahoover3@gmail.com,  
find us on Facebook - www.facebook.com/TheAWEneStyOfAutIsm  
Poster created by Morgan McAtee, morganmcaatee@gmail.com

Our SENCo is Miss Reid, she is contactable by email: [senco@beenham.w-berks.sch.uk](mailto:senco@beenham.w-berks.sch.uk)

Please use this email address if you wish to book an appointment with Miss Reid to discuss any concerns you may have about your child's development or learning.

## Dates for the Diary



Adults are welcome to join our celebration assembly each Friday at 08:50

### Term 6

3<sup>rd</sup> June Term begins

3<sup>rd</sup> – 5<sup>th</sup> June Tundra residential trip

3<sup>rd</sup> – 14<sup>th</sup> June Year 4 multiplication check fortnight

10<sup>th</sup> – 14<sup>th</sup> June Year 1 phonics check and year 2 resits week

12<sup>th</sup> June School photos

13<sup>th</sup> June KS2 Englefield Estate day

28<sup>th</sup> June Beenham's Got Talent!

8<sup>th</sup> July Year 6 leavers' trip

12<sup>th</sup> July Sports day (AM) and colour run (PM)

19<sup>th</sup> July Whole-school trip to Windsor Castle

24<sup>th</sup> July Leavers' assembly and party; end of term – finish at 2pm!

## April Birthdays

Happy Birthday to:

Annie-Rose – Torak

Lottie R – Tala

Finley – Tala

Cameron – Torak

Henry – Tundra

Dexter – Tala

Genevieve – Torak

George – Tundra

Mrs Appleby



## May Birthdays

Happy birthday to:

Felix – Tundra

Megan – Torak

Lottie M – Tala

Mrs Paxford

Mrs Cox

## Social Media



Beenham Primary School is now on Twitter, Facebook and Instagram, please follow @beenhamprimary to keep up to date with the latest information about the school and our children's learning.

Our school website can be accessed via: [www.beenhamprimary.co.uk](http://www.beenhamprimary.co.uk)