



## Springmoor Grange School Newsletter Volume 25 – Friday 20<sup>th</sup> March 2026

### Easter Services

Just a reminder about our Easter celebrations at St Andrew’s Church next week.

The services will take place on the following dates:

- Year 1/2/6 – Wednesday 25th March at 2pm
- Year 3/4/5 – Thursday 26th March at 2pm

If you plan on attending the doors will be open from 1.30pm. Children are allowed to go home with parents/carers after the service. If you are unable to attend, children will be brought back to school for normal home time arrangements.



### Easter Activities 2026 - week beginning Monday 30<sup>th</sup> March

With 2026 being the Year of Reading, we have decided to theme our Easter Egg decorating competition around stories, books and characters. We are delighted to say that the lovely ladies from Spennymoor Library will be coming to judge the winners and runners up. We will also be holding class heats of our Egg Jarping competition (similar to conkers) with the Grand Final taking place in the Eggs Factor event on Wednesday. Keep your eyes out for post on our media pages for all the winners and runners up! *Please see the letter emailed on 10<sup>th</sup> March for all other details about these events and what we need you to do at home.*

### New Attendance Initiative supported by Spennymoor Town Football Club

Each week in assembly, we celebrate the class that has the best attendance for that week. This is something that the children look forward to each week. We are very pleased to announce that this is now sponsored by Spennymoor Town FC and each week they will kindly provide the winning class with free tickets for a game. This ticket also allows a discounted rate for one adult. We had a special visit from Brewery Badger today to launch this initiative and present our first winning class, Elm Class, with their prize.

### Weekly Class Charts Top Scorers

<b>Reception</b>	Joey P	<b>Year 4</b>	Kyle E
<b>Year 1</b>	Poppy D	<b>Year 5</b>	Kaeson D
<b>Year 2</b>	Kieron F	<b>Year 6</b>	Patsi H
<b>Year 3</b>	Caleb R		

### Attendance and Punctuality

Overall attendance for the week is 92.9% and the Year Group with the highest attendance is Year 4 with 96.8%. The winning class this week was Elm Class with 98.2%

The overall school attendance for the academic year is 93.6% for the whole school and 94.6% for children in Reception to Year 6.

The Primary starts at 8:30am, with the gates opening from 8:20am. Please ensure that your child is at school on time so that they do not miss out on any learning. This week, we have had 288 late minutes and lost learning time.



## Dates for the Diary

Tuesday 24 <sup>th</sup> March	Reception Vision Screening
Wednesday 25 <sup>th</sup> March	2pm – Y1, Y2 and Y6 Easter Service – St Andrew's Church
Thursday 26 <sup>th</sup> March	2pm – Y3, Y4 and Y5 Easter Service – St Andrew's Church
Monday 30 <sup>th</sup> March	1:45pm – Reception Egg Decorating
Tuesday 31 <sup>st</sup> March	2pm – Nursery Easter Bonnet Parade
Thursday 2 <sup>nd</sup> April	World Autism Awareness Day – Non-Uniform – Light it up BLUE! <i>Suggested Donation – £1 – School Fund</i> 3pm Close for Easter
<b>Easter Holiday</b>	
Monday 20 <sup>th</sup> April	Children back to school Careers Day – Summer 1

## Safeguarding Update

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, currently delivered by National Crime Safety. These guides have address wider topics and themes. For further guides, links and tips, please visit [www.thenationalcollege.com](http://www.thenationalcollege.com).

### What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'like' it but are shown it through social media feeds or messaging groups. 5% of young people involved in violence have seen violent social media content. What trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

**WHAT ARE THE RISKS?**

- ALGORITHMIC EXPOSURE**  
Social media platforms are designed to keep users engaged, meaning algorithms or filters present content tailored to users and quickly algorithms of that response to content that reflects users' past interactions. As a result, young people may see more violent content (they have viewed, interacted with, or shared it before). Algorithms also serve to make content appear frequently in their feeds, without them fully understanding why.
- WEAPONS AND CRIMINAL RISK**  
Teens exposed to high levels of real-world violence on social media are more likely to report feeling at risk based on seeing a weapon for sale or promotion, knowing someone has a weapon, or seeing a video of someone using a weapon. Teens who buy or borrow for using people in real life, buying or borrowing for using people in real life, buying or borrowing for using people in real life, buying or borrowing for using people in real life.
- SHARING VIOLENT CONTENT**  
Promoting or assisting in offhanded real-world violence, including social media, and real-world violence. This means sharing, forwarding, or reporting violent content online is a risk for young people. Sharing examples of content to a trusted adult is appropriate, but young people should talk to a trusted adult before sharing violent content. It is not safe to share violent content, including in direct messaging or in a group chat.
- FEAR, ANXIETY, AND MARGINALISATION**  
Research shows young people's emotional wellbeing can be negatively affected by repeated exposure to violent content, especially when it depicts 'real-world' violence. This exposure to violent depictions of people in real life, including algorithms, trends, filters, and tags – or content that appears to glorify or glorify violence – can increase feelings of anxiety or fear among young people. Anxiety that encourages violence targeting people because of their identity, such as their ethnicity or religion, can also create opportunities for violence targeting people because of their identity.
- AVOIDANCE AND ISOLATION**  
Repeated exposure to social media content can cause young people to feel that their real-world friends – or the friends who are seen online – are not their friends. This can result in reduced and reduced social media use, which may negatively affect their wellbeing. It can also result in feelings of isolation, which can result in feelings of isolation. This can result in feelings of isolation, which can result in feelings of isolation.

### Advice for Parents & Educators

- STAY INFORMED**  
Stay alert for updates from police, a friend, or local authorities, and follow the advice provided by the police about what to do if you see a post, video, or image that is violent or threatening. If you see a post, video, or image that is violent or threatening, do not share it. Report it to the police. Do not share it to a friend or family member. Do not share it to a friend or family member. Do not share it to a friend or family member.
- TALK CRIME AND SAFETY**  
Most of the UK's age of criminal responsibility is 10 (10 is Scotland). This means that you can be charged with a crime for anything you do or say, including anything you do or say on social media. Discuss this with young people alongside practical advice on how to stay safe online. Do not share your own or your child's name, address, or contact information on social media. Do not share your own or your child's name, address, or contact information on social media. Do not share your own or your child's name, address, or contact information on social media.
- DISCUSS SOCIAL MEDIA**  
Encourage young people to talk about the content they see online and what they think of it. This can be an opportunity to discuss how to be a responsible user, to understand what the algorithm does, and to discuss how to be a responsible user. Encourage young people to talk about the content they see online and what they think of it. This can be an opportunity to discuss how to be a responsible user, to understand what the algorithm does, and to discuss how to be a responsible user.
- ENCOURAGE POSITIVE ACTION**  
Focus on strengthening young people's positive experiences both online and offline. Encourage young people to be active online, to be active online, to be active online. Encourage young people to be active online, to be active online, to be active online. Encourage young people to be active online, to be active online, to be active online.

**Meet Our Expert**  
Dr. Holly Messer-Jones is the founder of Online MediaLose, an award-winning expert in mental health, online safety, and young people. Her PhD investigated young people's understandings of criminal and legal risks in a digital context. She works in schools to provide online-safety education on the internet, legal, and ethical consequences of risky behaviour.

**#WakeUpWednesday**  
The National College

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