



Friday 9th May 2025

Headteachers report of the week

What a fantastic week it's been across all our classes. From bubbling science experiments to outdoor adventures, our learners have been busy exploring, creating and discovering.

Acorns 1 had a lovely time at Forest School this week, where they learned how to safely use a Kelly Kettle to boil water. The session began with a recap on fire safety, ensuring everyone knew how to stay safe around flames.

Creativity was in full swing as learners in the Nest designed their own custom trainers, using bold colours and imaginative patterns. Meanwhile, their Forest School session took them on an exciting climb up Grinshill, where they explored nature, built resilience and enjoyed breathtaking views from the top!

Saplings 3 had a great time in science making elephant toothpaste, a foamy, fizzy reaction that brought chemistry to life! Later in the week, they swapped lab coats for aprons and made their own pizzas, choosing toppings and learning about food preparation and hygiene.

Saplings 1 turned food tech into a mini bakery, whipping up delicious millionaire's shortbread. They measured, mixed and layered with care and of course enjoyed a well-earned taste at the end! A special shout out to Lexi, who cooked a mouthwatering chilli with basmati rice. She showed fantastic independence and skill in the kitchen – well done, Lexi!

What has been inspiring this week is the painting of a staff's loved companion by our very talented learner Leo. It's a testament to the power of observation, empathy, and creativity. The painting has quickly become a favourite among staff and learners alike, not just for its beauty, but for the story it tells – a story of connection, care, and the joy of capturing something truly meaningful through art.

Leo has not only painted a dog, but he has also painted a memory, a friendship and a moment that will be cherished for years to come.

Best Wishes

Jules



Kelly Kettle

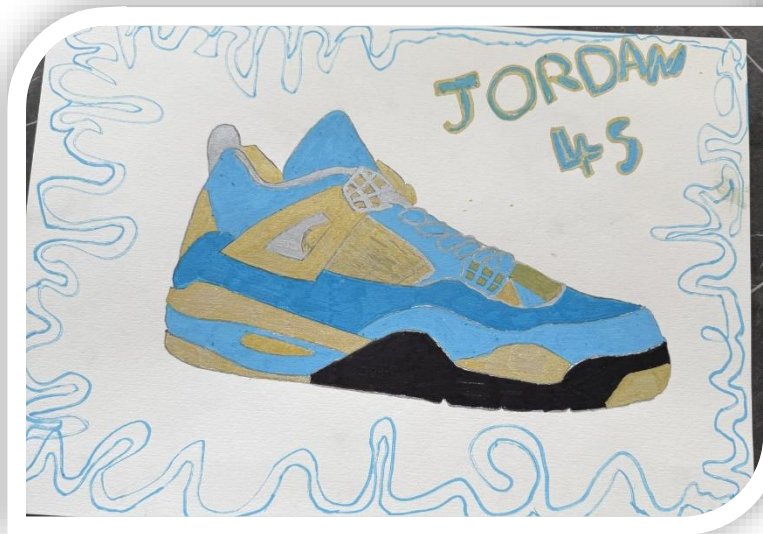
This week in Acorns 1 Billy was shown how to use a Kelly Kettle in Forest School.



He had to gather resources to
make a fire and then lit it.
Billy also recapped fire safety
and the fire triangle.

- Sian





Xander and Riley have been designing their own trainers, Xander's are the multicoloured ones and Riley's are the blue and gold ones, they would really like put their plan into action and make them.

- Wendy



Saplings 3 made elephants toothpaste this week with Linda



Elephants toothpaste is created through a chemical reaction by mixing soap, hydrogen peroxide, and dry yeast.

- Maddie E





In a quiet corner of the school art room, an extraordinary talented young man with a brush in hand has captured not just the likeness, but the soul of a beloved companion

Hannah's
trusted
companion
Painted by
Leo



Grinshill

The Nest this week ventured out to Grinshill on their Forest school adventure

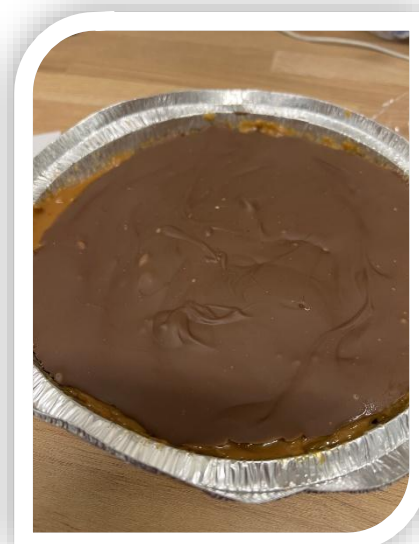


The famous Grinshill stone, used in iconic buildings like Number 10 Downing Street, reminds learners of the land's legacy and the stories it holds.

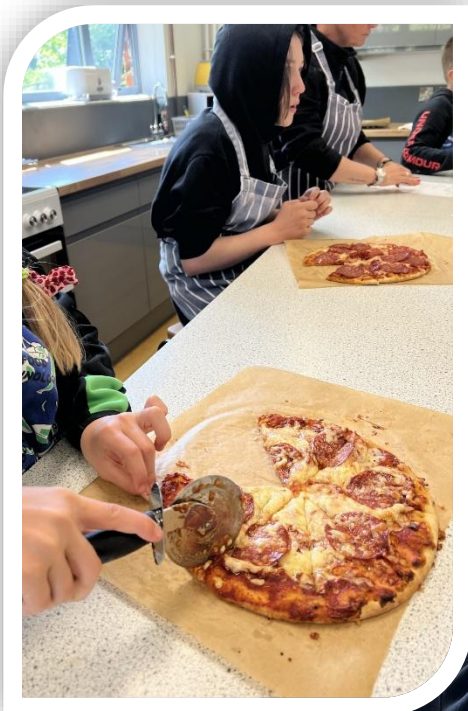


Saplings 1 made a shortbread base
for their millionaires shortbread,
they were very pleased with the
final result!

- Deb J

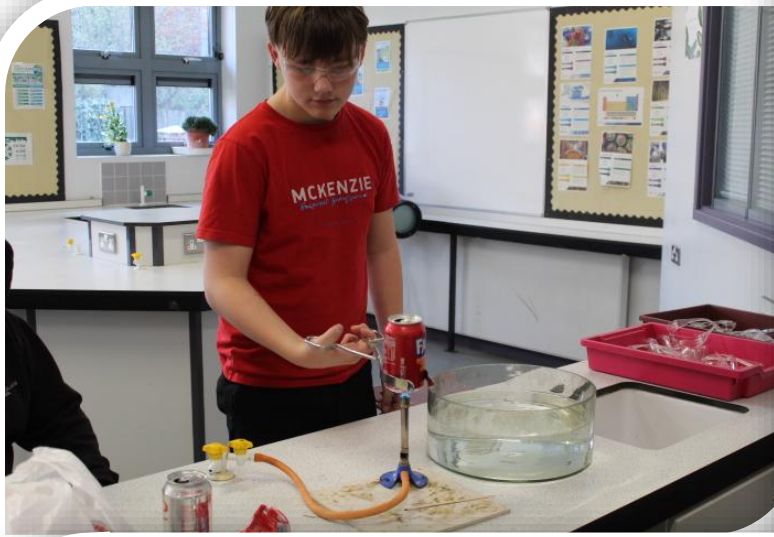


Saplings 3 made pizza's their favourite. Lexi made a Chilli with Basmati Rice and enjoyed eating it
- Deb J

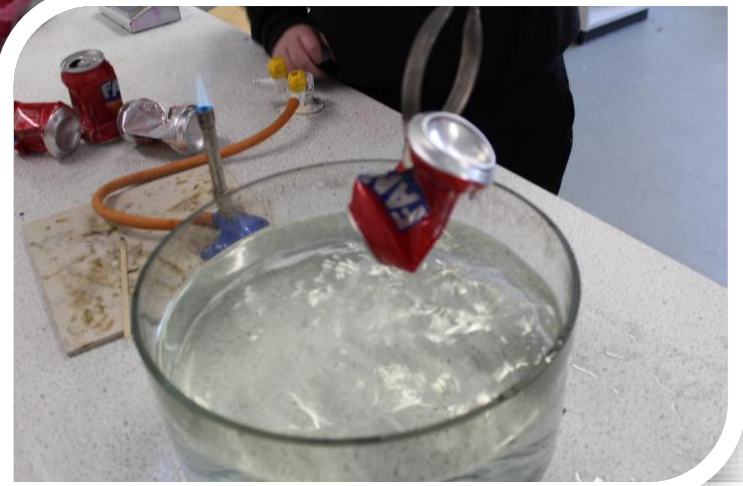
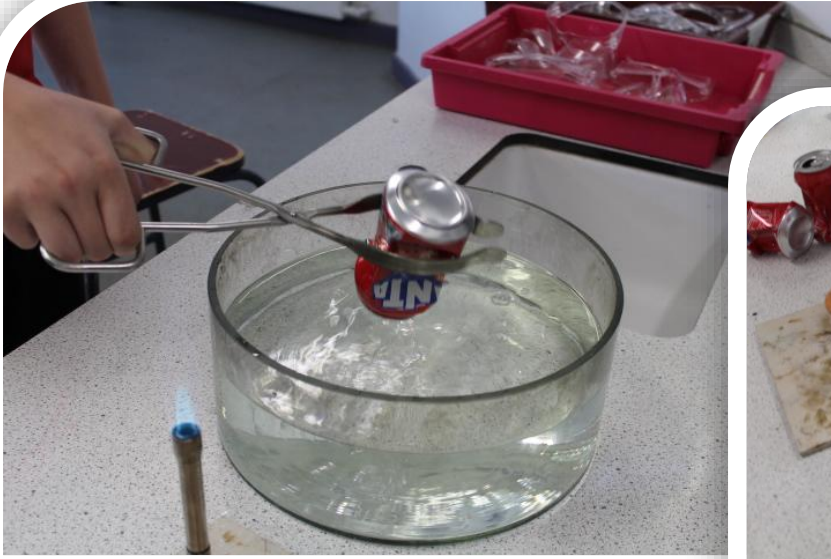


Learners from The Grange, shared their photos of our collaborative litter pick event. Learners from The Grange, Shrewsbury Academy and Woodlands all came together in a world increasingly aware of environmental challenges, highlighting small actions can lead to big change, especially when done together. The event was a powerful act of community, education and environmental stewardship.





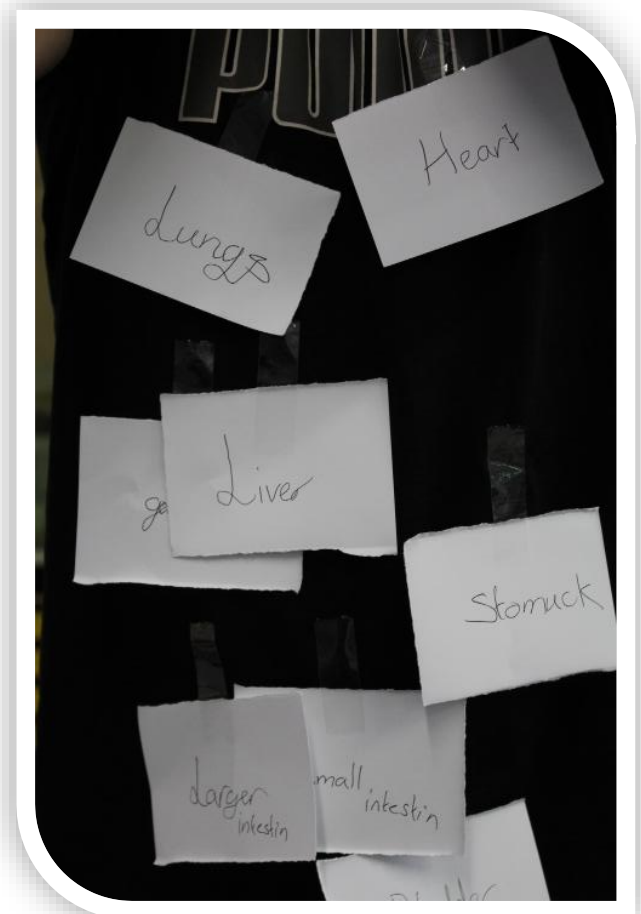
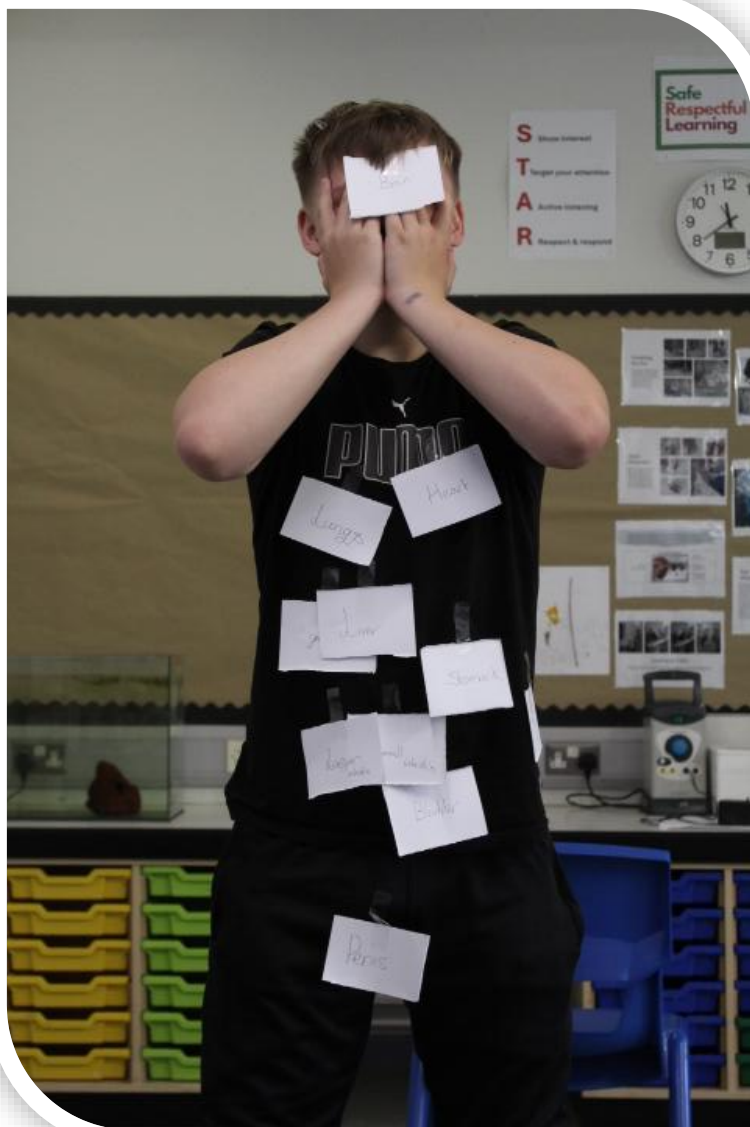
In a burst of steam and a sudden pop, a can crumpled before our learners' eyes without anyone touching it. This was a lesson about **Air Pressure**.



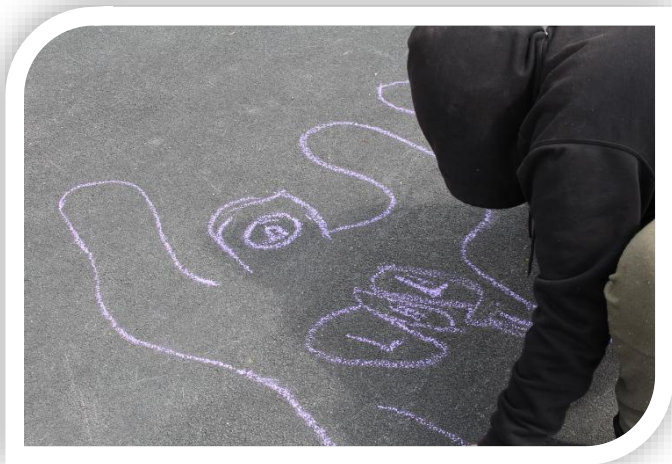
A small amount of water was poured into an empty can and heated. As the water boiled, it turned into steam, pushing the air out of the can. Then the magic happens when the can is turned upside down into a bowl of cold water.

In an instant the steam inside condenses back to water creating a vacuum. With the air pressure outside the can no greater than the pressure inside, the can collapse with a loud POP!

In an interactive science lesson learners eagerly peeled Post-it notes and labelled their body to where they thought the different parts of the inner body would be.

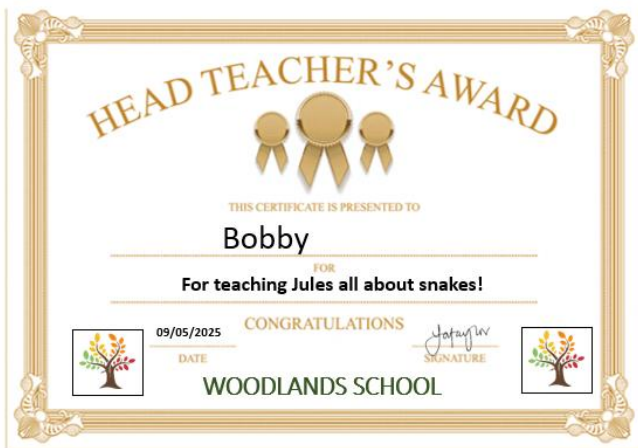


Outside on the playground, learners used chalk to show their learning and label each part this time on the ground.





Headteachers Awards



Woodlands Shout Outs



- Shout out to all of Saplings 3 who have worked really hard in preparation to start their SATS Monday! – Maddie E
- Shout out to Riley for an amazingly productive and engaging art lesson! – Wendy and Katie
- Shout out to Olly N for an amazingly productive and engaging art lesson! – Wendy and Katie
- Shout out to Taylor for an incredible Science lesson – Magz
- Mason for having a positive attitude and engaging in lessons. Amazing Mason keep it up! – Helen
- Shout out to Tommy for managing difficult situations this week, well done Tommy - Helen

Sending an Email to the Safeguarding Team

safeguarding@wdl.mmat.co.uk

- If you have any worries Parents/Carers or Students, please email the above address.
- Students, you can use your school accounts or personal email addresses.

Why not follow us on Facebook

<https://www.facebook.com/WoodlandsShropshire/>

Or

Take a look at our website!

www.woodlands.school

Or

**Join the conversation - We love hearing from you!
Share your thoughts, questions, and suggestions
with us.**

rachel.bates@wdl.mmat.co.uk

**If you need to contact us out of normal school
hours, please either email on the above address**

or call Rachel Bates on **07967 763324**



9th May 2025

Dear Parents and Carers,

Mobile Phones

I am writing to you to remind you of our mobile phone policy, as we have seen some of our learners bring their mobile phones to school and refuse to hand them in.

Mobile phones are banned from Woodlands for a number of reasons.

Firstly, our learners need to feel safe to learn well. Often, if they are concerned about another learner's mobile phone use it can be unsettling and distracting. Our learners want to feel that they are not being filmed or photographed without their consent and in order to ensure this is a guarantee we can make to them, we don't allow learners to bring in any device that can film / photograph them into school.

Social media can also be a huge distraction. We know from research and evidence that children and young people can very quickly become addicted to scrolling through their apps, like TikTok and Snapchat and this in turn can lead to high levels of anxiety and dysregulation and leave them open to cyber bullying that the adults are unable to identify easily or manage. We want our learners to be free of this distraction and free to learn without the pressure of checking what is going on in their online lives.

From a safeguarding perspective, mobile phone use can lead young people to be victims of online exploitation. We want our learners to be safe in school and not contactable by those outside of school who may try and contact them inappropriately or put them at risk. County lines exploitation relies on the use of mobile phones to exploit young people to be part of the criminal activity, and the gangs who exploit children and young people will encourage them to constantly monitor their phones. It is important our learners are safe from this.



Our policy has always been to allow learners to bring their phones to school but hand them into their own pouch at the door. Learners are scanned at the door with a metal detecting wand to detect phones that have been concealed. This is a non-intrusive process. The phones are then locked away in our school safe for the day.

Should a learner refuse to hand in their phone or are found to have a phone on them that they have avoided handing over, the phone will be kept in our school safe overnight and returned at the end of the following day. If this is a Friday, the phone is kept over the weekend. This is a big deterrent and encourages our young people to abide by this important rule. Should a learner fail to hand over their phone at this point we will discuss with you the next steps.

As ever, we need your support to put this in place. If you do not want your child / charge's phone to be kept overnight then please encourage them to hand it in, or better still, ensure they leave them at home.

We all want our children and young people to be safe and feel safe in school and I hope you will support our approach on this by talking to your child about why it is so important and what the consequences will be if this rule is not followed.

As ever, we are happy to talk this through with any parent or carer who has a concern or would like more clarity. Please don't hesitate to contact us.

Yours sincerely

Jules Taylor
Headteacher

Shropshire Universal Autism Support Service

Kids will be offering the following support to families:

- The 'Healthy Parent Carer' programme, designed to reinforce parent carers' resilience. This programme aims to improve health and wellbeing among parents of children with additional needs and disabilities through:
 - Promoting greater empowerment, resilience and confidence of parent carers;
 - Taking small steps that are associated with better health and wellbeing;
 - Encouraging setting achievable goals and taking a problem-solving approach.
- 'Riding the Rapids' programme to support parent carers' understanding of behaviour and implement support strategies. The course enables parents to understand their child's behaviour in the context of their additional needs, and apply strategies to support positive behaviours. It also helps parents to develop stress management strategies and confidence in managing their child's behaviour. The course is collaborative, so that parents develop tools they can take with them and continue to apply once the intervention is complete. Riding the Rapids differs from other parenting groups as it is applicable to children with a range of disabilities, and has been adapted to meet the needs of particular groups of children with additional needs.
- Coffee mornings and drop-in sessions
- One-to-one support
- Child/young person 'Understanding me' group sessions.

Bespoke workshops that cover:

- ASD Vs ADHD (3 hours)
- Neurodiversity (Specifically Autism, ADHD and Demand Avoidance)
- Girls and the Autistic Spectrum
- Demand Avoidance
- Sleep
- EBSA

Shropshire Autism Support Service



Shropshire Council have announced that the national charity Kids, have been awarded the contract to deliver the Shropshire Universal Autism Support Service from 1st April 2025. This is the service previously delivered by Autism West Midlands.

Kids will continue to offer support to families without the need for a formal diagnosis and positively the age range for the service has been increased by 1 year to 0-19 years. The services will also provide training for Shropshire practitioners to increase the understanding of autism and how to effectively support autistic children and young people and their families.

[READ MORE](#)

Shropshire Parenting Help and Support Line

01743 250950

Mon - Thurs, 9.30am - 4.30pm

Fri, 9.30am - 3.30pm

No judgment, just support.

Sleep

Child
Development

Babies

Teens

Behaviour

Family
life

Toddlers

Help

Tweens

Find out
more here



Shropshire
Supporting
Families
through Early Help



Shropshire
Council

Does your child struggle with their Sleep?

Free Sleep Tight Groups

Join us on one of our virtual or face-to-face groups which run for 5 weeks and:

- Find out why sleep is important for our health and emotional wellbeing
- Get support to help improve sleep and bedtime routines Meet
- other parents/carers to share and discuss experiences Our next groups start:

Sleep Tight SEND Monday 9th June 2025 from 12.45pm to 2.45pm

Virtually Via MS Teams or

Sleep Tight Monday 16th June 2025 from 9.15am to 11.15am

Virtually via MS Teams

SEND groups are for parents/carers of children who might have special educational needs and disabilities, no formal diagnosis is needed to attend the groups.

To book a place email Parenting.team@shropshire.gov.uk or call 01743 250950

Find out
more here



10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.

2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.

3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.

4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.

5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.

6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.

7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.

8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.

9 RECOGNISE EFFORTS REGULARLY

Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.

10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are swiftly and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.



The National College

Source: See full reference list on guide page at: nationalcollege.com/guides/fostering-a-sense-of-belonging