



**Friday 12<sup>th</sup> September 2025**

## **Headteachers report of the week**

**As we wrap up another productive week, I'm pleased to share some of the highlights that reflect the dedication, growth and teamwork happening across our school.**

**Firstly, a special thank you to Matthew, who took the initiative to help mend the school minibus back light. His practical skills and willingness to support made a real difference, well done, Matthew!**

**We've also seen some excellent restorative work this week, with learners showing maturity, reflection and a real commitment to trying their BEST. These moments of growth are a testament to the positive culture we continue to build together.**

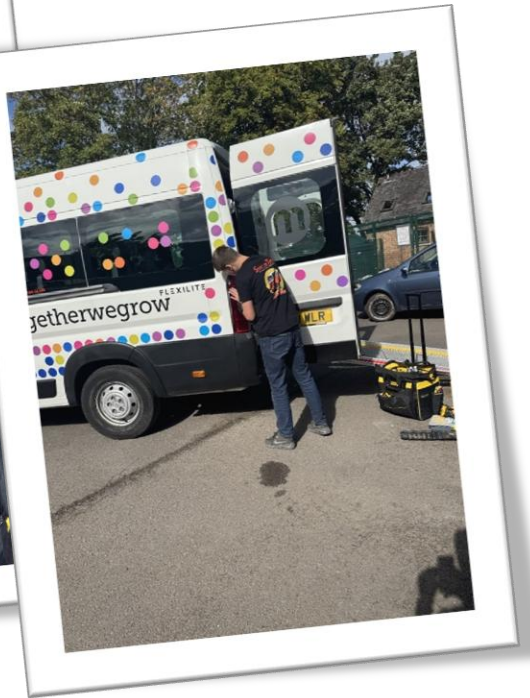
**It's been heartening to see our older learners mentoring and role-modelling for the younger ones, offering guidance, encouragement and setting a strong example of kindness and responsibility.**

**Many learners have been working hard on their Functional Skills, engaging well in lessons and showing determination to succeed. Their focus and effort have been impressive, and we're proud of the progress being made.**

**Best wishes**

**Jules**





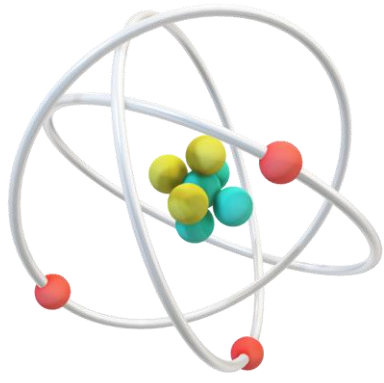
## Teamwork in Action: Hasan and Matthew Mend the Minibus

Over the summer, a small but important repair brought out the best in collaboration and practical problem-solving. When the school minibus's back light needed fixing, Matthew stepped in to support Hasan, who had already begun assessing the issue.

Together, they tackled the job with care and efficiency, Hasan bringing his technical know how and Matthew lending a steady hand and keen eye for detail. From sourcing the right parts to ensuring the wiring was safely reconnected, their teamwork ensured the minibus was road-ready again in no time.

A big thank you to both Matthew and Hasan for their hands on help!





## Nest Class Buzzing with Scientific Curiosity!



Nest have truly soared in their science learning showing incredible enthusiasm and curiosity.

With lively discussions, learners were fully engaged asking thoughtful questions, making predictions and exploring the world around them with wonder.

A huge well done to Nest for embracing science with such energy and imagination. The future looks bright with minds like yours!

# Learning with Making Cup Cakes!!

Saplings 4 had an engaging lesson, they learnt about some aspects of cross-contamination when preparing and cooking food. They practiced their weights and measures and skills making cup cakes. They were rewarded with BEST points.

- Debbie J





Bobby Acorns 3 made blue pancakes  
which looked like 'The World'  
and tasted yummy!

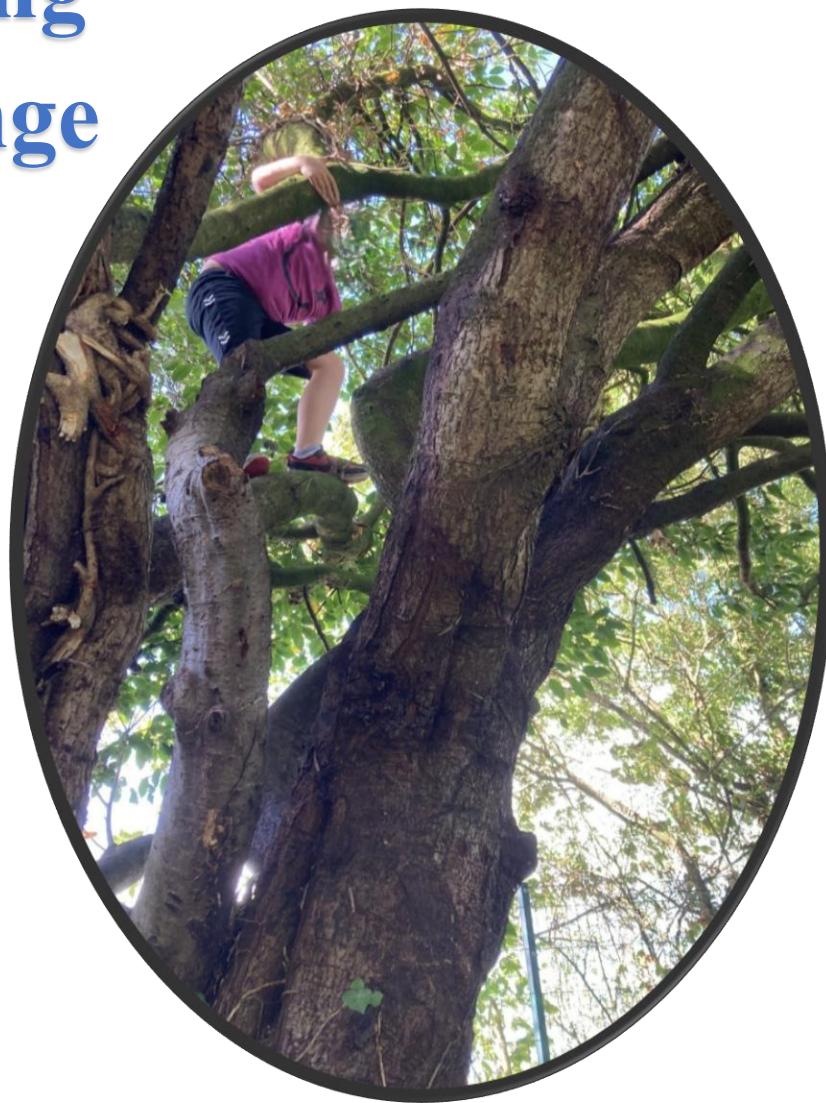
He also independently completed some  
maths work

- Well Done, Bobby!

- Debbie G

# Climbing Challenge

# Forest School



There's something magical about climbing a tree and this week in Forest School, that magic came to life. With careful guidance and plenty of encouragement, Michael W took on the challenge of climbing one of the sturdy trees in our woodland area.

# Understanding your child

## From toddler to teen

- Would you like to know more about your child's development?
- Do you need help and support to understand your child's behaviour?
- Would you like a chance to meet with other parents and carers with children of a similar age?

Join us for our free face-to-face group  
Delivered by the BeeU and Parenting Team

**Understanding Your Child SEND**

**Thursday 2<sup>nd</sup> October 2025**

**9.45am to 11.45am**

**Woodlands School**

**Tilley Green, Wem, Shrewsbury SY4 5PJ**



All our groups run for 10 weeks  
from the start date excluding the  
School Holidays.

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](mailto:Parenting.team@shropshire.gov.uk)  
or call 01743 250950

Find more free online courses at:  
[inourplace.co.uk/shropshire](http://inourplace.co.uk/shropshire)



# Does your child struggle with their sleep?

## Free Sleep Tight Groups

Join us on one of our virtual or face-to-face groups 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

**SEND Group Tuesday 23<sup>rd</sup> September 2025 from 1.00pm to 3.00pm Virtually Via MS Teams**

or

**Group Wednesday 24<sup>th</sup> September 2025 from 9.30am to 11.30am 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](mailto:Parenting.team@shropshire.gov.uk) or call 01743 250950

Find out  
more here



# Shropshire Parenting Help and Support Line

01743 250950

Mon - Thurs, 9.30am - 4.30pm  
Fri, 9.30am - 3.30pm

No judgment, just support.



# Coffee & chat



How can we help you?



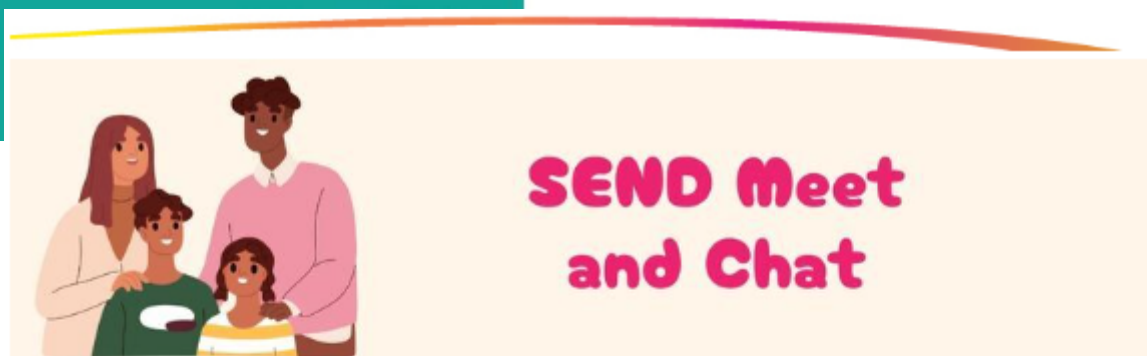
Free info, advice and support for your family  
[shropshire.gov.uk/early-help](https://shropshire.gov.uk/early-help)



You can get free information, advice and support on all aspects of family life, at our family drop-ins. Come along for a coffee and a chat, and find out how we can help you with things like:

- ♥ Family life
- ♥ Parenting support
- ♥ Domestic abuse support
- ♥ Money worries
- ♥ Housing support, and much more

There are drop-ins all over Shropshire find your nearest one here:  
<https://orlo.uk/Nt3iP>



## Autumn term SEND drop-ins

Our Special Educational Needs and/or Disabilities (SEND) Meet and Chat drop-ins are back for the Autumn term.

SEND Meet and Chat sessions are open to anyone in Shropshire supporting a child with SEND — whether you're a parent carer, family member, or professional.

Come along to ask questions, get practical advice, and connect with professionals who understand your journey. You do not need to have an official diagnosis to access this service.

- Raven House, Market Drayton Family Hub, 129 Cheshire Street, TF9 3AH  
Tuesday 23 September 2025, 2pm-4pm
- Bridgnorth Library, Listley Street Bridgnorth, WV16 4AW  
Tuesday 14 October 2025, 1pm-3pm
- The Lantern, Meadow Farm Drive, Shrewsbury, SY1 4NG  
Thursday 13 November 2025, 10am-12 noon
- Oswestry Library, Arthur Street, Oswestry, SY11 1JN  
Thursday 4 December 2025, 1pm-3pm

## Community hubs webpages promote wellbeing support for Shropshire



Shropshire Council and its partners have launched new webpages to highlight the community and family support on offer in hubs all over the county.

The community and family hubs are located in Shrewsbury, Oswestry, Bridgnorth, Market Drayton, Highley and Ludlow, with activities and guidance available to help families and residents stay healthy and connected.

There is a wide range of support on offer based on feedback from communities, from early help for families, domestic abuse support, help to stop smoking, information and housing and more, for all ages, as part of NHS integrated neighbourhood teams.

Whilst much of the support is already ongoing, the new webpages bring the services together to one online space, so people can easily search and find what they need.

[Find the pages and share with your communities.](#)



## Free CBT Courses

Shropshire, Telford and Wrekin NHS Talking Therapies offers free access to digital Cognitive Behaviour Therapy (CBT) and various courses to support mood and anxiety. These courses, run by trained psychological practitioners, use research-backed techniques to improve emotional wellbeing. They address issues like low mood, anxiety, intrusive thoughts, obsessive-compulsive difficulties, and trauma-related distress.

Courses are available in group settings with varying levels of participation. For those preferring self-paced learning, the Silvercloud digital CBT programme provides a private, supportive platform with online clinician assistance to help achieve personal goals.

**If you would like support with your mental health, you can make a self-referral by:**

- **Online:** Completing a self-referral form, or chat to our Limbic digital assistant via our website – [mpft.nhs.uk/stwtt](https://mpft.nhs.uk/stwtt)
- **Phone:** 0300 123 6020



# Headteachers Awards



- **Aaron D** for embracing school life
- **Billy C** for embracing school life
- **Eliza** for embracing school life
- **Jayden R** for showing great determination and resilience in their Maths lesson
- **Leo Gi** for embracing school life
- **Leo Gu** for embracing school life
- **Mason** for showing great determination and resilience in their Maths lesson
- **Noah Ho** for fantastic participation in Science
- **Ollie C** for embracing school life
- **Rocco** for embracing school life
- **Taylor** for showing great determination and resilience in their Maths lesson
- **Tommy** for showing great determination and resilience in their Maths lesson
- **Tyler ST** for engagement in Art
- **Willow** for engagement in Art



# Woodlands Shout Outs



- Shout out to Emilia this week who engaged well and had lovely lessons – Well done, Emilia!
- Well done to Tommy for a good restorative after litter picking with Simon
- Noah Hu made good choices and stayed in lesson – Brilliant! So proud of you Noah, well done!
- Leo and Tyler had an amazing food tech lesson making cinnamon and chocolate swirls they sat nicely engaging and really chatting about the work – Deb J
- Morgan had a great conversation with Simon about life and post 16 and wanting to pursue farming as a career – Great job Morgan, well done!
- Shout out to Taylor for being very responsive in a restorative, Taylor sat, waited, talked and apologised – Proud of you Taylor, you have Taken responsibility, that is trying your BEST!
- Lacey A engaged really well with Maths & English this week – Great work Lacey – Well done!!
- Lacey D-J had a great psychology lesson with great answers and engagement – Brilliant work Lacey!
- Xander worked really hard on his artwork this morning he was very creative and engaged - Alison
- Shout out to Sophie for a positive maths lesson - Syrene
- Shout out to Leo & Tyler for completing all their learning – WOW boys – Great work well done!
- Damian had a great session with Hannah – Well done Damian!!
- Matthew D had a great session with Andy – Superstar Matthew you have been amazing up in vocational this week, you have definitely found your strength!
- Corey has been responsible and followed staff instructions after a difficult morning. – Well done, Corey!
- Morgan was just great today, we picked damsons!!!! Big shout out, he was lovely with the younger learners in Forest School – Debbie J

# Woodlands Shout Outs

- Shout out to Morgan who had a great session with Andy – Great engagement this week Morgan, well done!
- Michael Wright had a great session this morning – Lovely to have you with Michael!
- Shout out to Lacey DJ and Leighton for great learning in Maths, Wow! Amazing engagement and learning well done!
- Shout out to Corey for role modelling and mentoring and Morgan who brought a learner to adults. Another shout out to Sophie who also role modelled and mentored our younger learners. You have all really taken responsibility of being the older learners in the school, we're really proud of you all! – Well done!
- Leighton did his entry level 2 for writing this week – Amazing! Well done, Leighton!!
- Mogan has done his practice papers for writing – Well done Morgan!! Great work!
- Leo and Tyler engaged well for functional skills – Great work boys well done!!
- Positive end of the week for Riley and Kieran well done boys!
- Shout out to Tommy for leading our Geography lesson on Global

## **Sending an Email to the Safeguarding Team**

**[safeguarding@wdl.mmat.co.uk](mailto: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](http://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](mailto: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****

# What Parents & Educators Need to Know about CONSPIRACY THEORIES

Conspiracy theories are false or misleading beliefs that explain events as secret plots, often involving powerful groups. While once fringe, they are now more accessible through digital media, online influencers and because of algorithmic recommendations. The DfE guidance document, 'Keeping Children Safe in Education' (KCSIE) explicitly recognises conspiracy theories as potential content risks. This guide will help parents and educators understand the risks, spot the signs, and build children's resilience to conspiracy theories.

## WHAT ARE THE RISKS?

### UNDERMINING TRUST

Conspiracy theories can lead children and young people to distrust democratic institutions and British Values, teachers, and even their own families and loved ones. This erosion of trust makes young people more vulnerable to extremist narratives by isolating them from reliable sources of information.

### ONLINE ALGORITHM TRAPS

Social media platforms can often recommend sensationalist content. Once a child engages with one conspiracy-themed video or post, algorithms push more of the same, thereby creating an echo chamber that can intensify their beliefs.

### MENTAL HEALTH IMPACT

Exposure to frightening conspiracy content, such as global plots, viruses, or government control, can fuel feelings of anxiety, paranoia, or hopelessness. For some young people, it can trigger prolonged distress or obsessive thinking.

### GATEWAY TO EXTREMISM

Conspiracy theories can often overlap with extremist ideologies. Narratives that blame specific groups, such as politicians, scientists, or particular ethnic groups, can groom children in ways that foster hate, bigotry, and radicalisation.

### CONFLICT WITH PEERS

Belief in conspiracy theories can lead to isolation or conflict at school. Children may struggle with peer relationships if they express these beliefs or become distrustful of others who disagree; sometimes, confrontation can even result in a strengthening of the belief in the conspiracy theory.

### ERODED CRITICAL THINKING

Young people influenced by conspiracies may reject evidence-based learning. This risks undermining their academic progress and weakening their ability to think critically, assess risks, or engage in healthy debate.

## Advice for Parents & Educators

### CREATE SAFE CONVERSATIONS

Don't mock or dismiss any questions that children and young people ask about conspiracy theories. Instead, create open, judgement-free spaces to talk. This strengthens trust and makes it more likely they will confide in you.

### PROMOTE CRITICAL THINKING

Teach young people how to assess information critically. Encourage them to ask appropriate questions, such as: Who is telling me this? What evidence is there? What do other trusted sources say? Use real examples from current media to explain your answers and reasoning.

### MONITOR DIGITAL BEHAVIOUR

Be aware of the content children are accessing, especially on platforms such as TikTok, YouTube, or Reddit. Use parental controls, but more importantly, maintain ongoing dialogue about online experiences and influencers.

### REINFORCE RELIABLE SOURCES

Point children toward trustworthy and reliable sources of news and information in a variety of formats tailored to the young person's age. Build habits of verifying facts using reliable sources, and teach them how to spot misleading content.

### Meet Our Expert

Brendan O'Keeffe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an advisor to The National College, he specialises in digital safety, PREVENT, and pastoral care.

