



# NEWS

Friday 28 March 2025

a tree is known by its fruit

## Important Dates

### April

**Thursday 3:** Easter Egg Design Competition  
Most Improved assembly @ 2:30  
Easter Bingo @ 6:00

**Friday 4:** Micro-wood tree planting  
School close for Easter

**Tuesday 22:** Back to school

**Tuesday 29:** Tennis coaching - Year 2 and Year 5

### May

**Monday 5:** May Day bank holiday

**Monday 12:** Year 6 SATS week

**Tuesday 20:** Parent's Evening

**Thursday 22:** KS2 Olympics day @ Salt Ayre

**Friday 23:** Year 6 Bike-ability

**Friday 23:** Half term begins

### June

**Tuesday 3:** Back to school

**Thursday 5:** Wigan Warriors Rugby (3 weeks) KS2

## Team Points this Week



Senset : 938

Hutton : 1015

Washington : 885

Crag: 1061

## Meet Our SUPERSTARS

Learner of the week:

Considering other people's feelings

CLASS 1	CLASS 2
<p><b>Writing:</b> Axel Irving <b>Maths:</b> Sage Davy <b>Learner:</b> Rubie Bagguley</p>	<p><b>Writing:</b> Isla Short <b>Maths:</b> Clara Thompson <b>Learner:</b> Lily Atherton</p>
CLASS 3	CLASS 4
<p><b>Writing:</b> Finley Robinson <b>Maths:</b> Amelie Taylor <b>Learner:</b> Oscar Hizzard</p>	<p><b>Writing:</b> Jake Bagguley <b>Maths:</b> Archie Alty <b>Learner:</b> Evan Price</p>

## ATTENDANCE

**Whole School: 96.4%**

Well done to

**Class 1: 98.9%**

## Archbishop Hutton's Primary School

JOIN OUR SUPER-FUN

**EASTER BINGO**

**BRING A CHOCOLATE EGG:**  
FRI 28 MARCH  
(NON UNIFORM DAY)

**PLAY BINGO:**  
THURS 3 APRIL  
6PM FOR A 6.30PM START

Refreshments provided  
Tuck shop

**£5 FOR 3 GAMES - PAY ON THE DOOR**

All children to be accompanied by an adult. Accompanying adults don't need a ticket unless playing bingo themselves.

## Thinking about Mobile Phones

In the last week the issue of mobile phones and group chats has been brought to our attention. As they get older, many of our children are given phones. However, as educators and parents we need to assist our children as they move into the online world. Many of you will have watched *Adolescence* on Netflix or the recent Channel 4 documentary, *Swiped: The School That Banned Smart Phones*. Both of these TV programs bring the realities that our children face when they enter the world of Apps online. It is really important that we keep a close eye on what our young minds are looking at, reading and sharing online. The third and fourth page of this newsletter feature an article from our school PSHE provider, 1decision. it is an interesting read. Over the next few weeks, we will share some useful parent guides about some of the apps. Please read them and have a conversation with your child about their online life.



**DON'T FORGET TO BRING YOUR EGG IN NEXT THURSDAY IF YOU WANT TO BE PART OF THE FUN!**

# Micro Wood Planting

We have had a few questions about the Micro-wood being planted on the school field. Chris Bennett, the Senior Environment Officer for trees and woodland at Lancashire County Council has helped us put together some information for the school community:

## Why are we planting this wood?

Earlier this year, Warton Eco Gang contacted the Parish Council with their concerns about the potential loss of trees from the local environment due to Ash Dieback disease. Their letter was forwarded to Lancashire Council and they set Ian Wright from Treescapes, to meet the Eco-Gang and look at the trees they were concerned about. Mrs Langman was out with the group and spoke to Mr Wright about getting some trees and hedges for school. He was very interested in making links with the school so he visited Mr Pugh and during the visit, he mentioned that the council were keen to have a Micro wood in a school, where it could be part of an ongoing ecology learning project. The Archbishop Hutton's Micro wood was born.

In school, the children have asked for an environmental project to be part of the school grounds. When we explained it to them in assembly, they were excited to be involved and to have an impact on their future. One child said, 'This is social action like we have been learning about in assemblies.' This is about the now and the future and is a prime example of our school motto: *A Tree is Known by its Fruit*. Every tree we can plant now will help our children and counteract the impact we have had on the environment and will make a small but hopefully impactful effect on our children's approach to looking after their world.

## How large will the forest be?

The site will be the size of a tennis court. It will be on a section of the field that was covered with some rotten and unused wooden play equipment.

## What happens as the trees grow?

The trees will make up four different canopy layers – dominant, sub-dominant, sub-tree and shrub layers. After the first growing season, we usually see trees just above the height of the fence. After five years, the tallest specimens will be around 5 metres. The dominant and sub-dominant layers will not reach their ultimate height until they are 80 -100 years old.



## What species of trees and shrubs will be planted?

Part of the philosophy of the Micro-wood principle is to plant a very diverse range of species, ranging from small shrubs to upper canopy trees, so the species list is quite large (17) and selected from trees that do well on the specific soils in the area. Some of them are: Silver birch, Downy birch, Hornbeam, Hazel, Hawthorn, Broom, Crab apple, Wild cherry, Pedunculate oak

## Will the children have access to the forest or will it be fenced off?

There will be a chestnut paling fence around the perimeter. It will have a gate, and the school will decide on the level of access that they allow for pupils. The fence will remain in place for a few years, while the trees take hold and we will then remove it to allow access to the environment.

## What are the educational as well as the health benefits of trees and woodlands?

- There are no subjects in the curriculum that cannot be related to trees and woodland in some way. In addition to Micro-woods providing a mainstream education resource, the school has the opportunity to use it for many other activities such as Forest School work and 'Mini-beast' hunts.
- Lancashire is the ninth least wooded county in the UK and we have one of the lowest woodland cover percentages of any country in Europe and we have never needed trees more than we do now.
- Planting trees is the cheapest scaleable method of removing harmful CO2 emissions from the atmosphere.
- The Micro-wood will be an opportunity for pupils and other members of the community to see a woodland go from planting to established stage in an unusually short period.



# THE PRICE OF CONNECTIVITY:

## HOW SMARTPHONES ARE RESHAPING CHILDHOOD



### HOW IS SMARTPHONE USE SHAPING CHILDREN'S LIVES TODAY?

Sophie Hearn, Education and Partnerships Advisor at 1decision, explores the impact of smartphones on child development, mental health, and social interactions, as well as the effectiveness of digital literacy in schools and what we can all do to create a safer, more balanced digital experience.

- How smartphones are impacting children's wellbeing and education
- The growing conversation around smartphone-free schools
- What steps we can take to create a healthier digital future

Within minutes of searching for my first phone online - a Nokia 3410, I found it listed as a 'vintage phone' on eBay. Vintage! I was only nine when I received that phone, seen as a practical tool for checking in during

my short walks home from school. Back then, the extent of its features offered no more than buying ringtones from the back of magazine adverts and rounds of the game Snake if you felt adventurous. There was no camera, no Wi-Fi, and certainly no apps. It was simple, limited, and in hindsight, quite liberating to have.

Fast forward two decades and smartphones have exposed children and young people to a brand-new world, reshaping young minds, relationships and the atmosphere of learning. A recent two-part Channel 4 documentary *Swiped: The School That Banned Smartphones*, exposes these changes within the first 15 minutes, with Dr Rangan Chatterjee noting there are around '1 in 4 children now using smartphones in an addictive or compulsive manner.' What's even more concerning is that 12-year-olds are using

devices for anywhere between two to eight hours a day, sometimes even sitting on one app like TikTok for hours on end. These statistics highlight a societal shift of how young people are focusing their attention both in and outside of school.

In the documentary, presenters Emma and Matt Willis who are themselves parents to three children, follow a group of Year 8 pupils at a school in Essex who give up their smartphones for 21 days. Emma and Matt also hand in their own phones. In partnership with the University of York, pupils were monitored through their behavioural changes, assessed sleep quality, attention span, mood, stress, and overall enjoyment of life. It was at one part of the documentary however that really saddened me, where one pupil said they were 'locking his life away'. There is so much more to life that we need to support

children and young people in seeing and valuing.

Whether you're a parent, educator, work in tech, or simply care about the future of our children and society, we all share a responsibility in safeguarding children's wellbeing and shaping a healthier digital future. Across the country there are a growing number of advocates for smartphone-free schools and even calls for a nationwide ban on devices for children under a certain age. The experiment in Essex is part of a wider global conversation where other countries have already taken decisive steps to ban phones in schools; notably France, where mobile devices for those under the age of 15 have been prohibited since 2018., banned mobile devices for those under the age of 15. Many argue that smartphone use in schools is damaging concentration, social pressures and blurring lines between the digital world and reality.

However, a [recent study from the University of Birmingham](#) has found that banning smartphones in schools does not significantly improve pupils' academic performance or mental wellbeing. The research suggests that while phone bans have little impact on sleep, physical activity, or classroom behaviour, pupils' overall smartphone and social media use outside school hours plays a much greater role in their mental health. The findings challenge the idea that restricting phone use in schools alone is an effective solution for improving pupil outcomes.

When we look at how digital literacy is covered in schools, it is generally split across multiple subjects; notably PSHE/RSHE, computing, citizenship, and further through tutor time, extra-curricular activities and external speakers. There is a concern that digital literacy is therefore being thrown at schools with too many grey areas and not enough dedicated curriculum coverage, leading to an increased risk that topics are not being taught consistently or in some cases, not at all. In a UK Parliament report published in May 2024 on the impact of screen time in education and wellbeing, The Department for Education provided a limited amount of data on the confidence of parents and children in the digital literacy curriculum

but stated that it 'does not have any specific evidence on the effectiveness of digital safety education'. When children are measured it appears that their digital capabilities are poor, with additional data from Internet Matters and Ofcom highlighting that over one fifth (21%) of children aged 9-16 are not confident about how to stay safe online.

***"It is crucial that we recognise the role we all play in shaping a digital landscape that empowers children rather than overwhelming them"***

We must prioritise teaching children to navigate the digital world on their own safely both inside and outside of the classroom and focus on integrating effective digital literacy on a much higher level in schools. A greater prioritisation of personal development and life skills education in schools is surely the first and most important priority we must look at, as advocated for by the [Lessons4Life](#) campaign. The desired outcome? More effective time in the curriculum, earlier and better targeted intervention, the potential impact on major societal challenges and related government spend over time.

Other steps are being taken to address the critical need for improved digital literacy education. The [Online Safety Act](#) is a landmark legislative step towards creating safer digital spaces by holding tech and social media organisations more accountable in taking more proactive measures to protect users, especially children. Similarly, [Ofcom's new online safety priorities](#) and its recently launched study into the effects of social media on children further demonstrate a focused approach towards understanding and reducing risks faced by young users.

However, when we look at the overarching topic of constant connectivity, is the question about imposing policies and rules, or about defining values and priorities? When I think about the role of technology in education and society, I

acknowledge the risks but also consider the undeniable benefits. It is crucial that we recognise the role we all play in shaping a digital landscape that empowers children rather than overwhelming them. Ultimately, the goal is not to eliminate technology but to guide its use in a way that protects what matters most - curiosity, connection, and the freedom for children to still explore life beyond the screen. Whether advocating for smartphone-free schools, helping parents set healthier boundaries at home, or ensuring tech organisations prioritise safety for young people, we must work together.

By equipping children with the knowledge and skills to navigate the online world safely, encouraging open conversations and providing the right resources, we can help them make informed choices about their digital lives. To support these discussions with your school community, you can receive complimentary access to our KS1 Image Sharing topic in the 1decision Taster Pack.

**CLICK  
HERE**

**FOR THE  
TASTER PACK**

### **SOPHIE HEARN**

Sophie has been an Education and Partnerships Advisor at 1decision since 2021 and supports schools, as well as networking with like-minded organisations and individuals. She is passionate about inspiring and educating the next generation, shaping their future for the better. 1decision at a time!  
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