



# BEECH HILL NEWS

Friday 2nd December 2022



## Road Safety

We are noticing more and more that the children are just walking straight out of school and into the road without looking first. Even though our site team cordon off Mount Pleasant Avenue, there is still access given to residents or delivery drivers which means there is the possibility for vehicles to still be driving up and down the road. Please follow the link below for a handy guide to teaching your children road safety.

<https://www.rosopa.com/media/documents/road-safety/teaching-road-safety-a-guide-for-parents.pdf>

Thank you for your continued support!

## Illnesses in children

There are many different illnesses and infections that children are suffering from at the moment. Please be vigilant if your child does become ill, particularly if you are concerned about their symptoms such as high temperature, body aches, rashes or any redness of the skin, and seek medical advice immediately.

## Bob-Sleigh is Back!

This week Bob-Sleigh has made a return to Beech Hill School. He came on 'Elf-Airways' and has been getting up to mischief around the school. After his return, he arrived in year 2 where he hitched a ride on 'Owl Mother' from the story 'Owl Babies'. He had left each child a paper aeroplane and they had to find the matching number bond fact to 20 or 100. Once they found their pair, they were rewarded with a candy cane. Let's see what other mischief he gets up to over the next couple of weeks.



Beech Hill School  
Mount Pleasant Avenue  
Halifax  
HX1 5TN  
Tel: 01422 345004  
Website: [www.beechhillschool.co.uk](http://www.beechhillschool.co.uk)  
Email: [admin@beechhillschool.co.uk](mailto:admin@beechhillschool.co.uk)

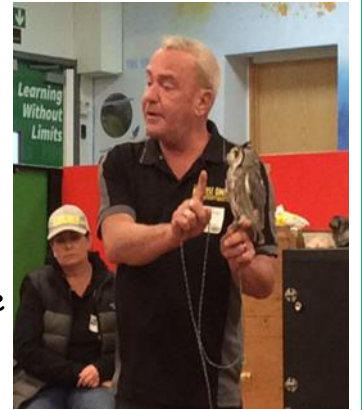


## Owl Visit

We had some very exciting guests at Beech Hill last week.

Wayne and Katrina from Wise Owls Bird of Prey Rescue came in to give a flying demonstration to our year 2 children and some other children with additional needs. It was a fantastic morning where the children got to learn lots of facts to support their non-chronological writing in English. Some children were lucky enough to hold or stroke the different types of birds.

A big thank you to Wayne and Katrina for sharing their birds with us.



## Right of the Week

This week we are looking at article 29 which looks at ensuring the education of a child should develop their talents and abilities. At Beech Hill, we ensure we deliver a rich, broad and balanced curriculum to give children lots of opportunities to try new things and find something that they are talented in. This year, we have a Beech Hill orchestra for children in upper school. They are learning how to play lots of different musical instruments and are working towards a performance. This half term children have been learning how to cook using Beech Hill's MasterChef recipes to support their DT skills. Furthermore, our school's value at the moment is focussing on respect and how we respect other people to learn to live peacefully and to protect the environment. This is taught through assemblies and our PSHE lessons in class.



## Year 1 Victorian day

This week year 1 took part in a Victorian day.

We had lots of fun and partook in activities from the Victorian Era. The children had a real insight into what life was like in Victorian times including classrooms which were dark and minimalistic where children had to learn from strict and regimented teachers.

They also used basic materials to make simple toys such as a cup and ball and peg dolls.



## TT Rockstars Weekly Winners



Year 2 - Alonz Shilu (Canada)

Year 3 - Aahil Nasir (Jordan)

Year 4 - Rayyan Bilal (Australia)

Year 5 - Isha Noor (Denmark)

Year 6 - Tanisha Saeed (Tanzania)

**Overall Winner** - Aahil Nasir (Jordan)

## House Points

These children have all been awarded a **bronze** certificate for receiving **50** House Points.

Shrishti Damodhar  
Aiiyan Tayeb  
Phoebe Greenwood  
Aneesa Shahnawaz  
Ayaaz Adam  
Zainab Noor

Aizah Usman  
William Obhielo  
Humaira Khan  
Yousaf Majid  
Musa Iqbal  
Amelia Altaf

Well done. Keep up the good work!

These children have all been awarded a **silver** certificate for receiving **100** House Points.

**Mohammed  
Sabeeh**

Well done. Keep up the good work!



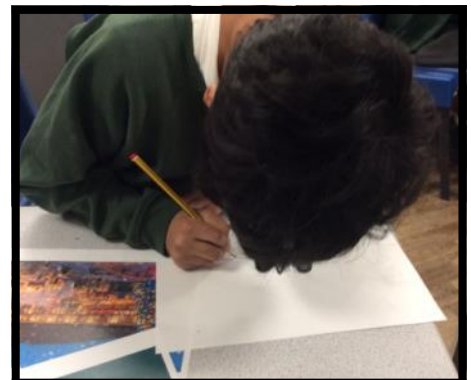
"Peace begins with tolerance and respect for everyone."

## Piece Hall Christmas Art Workshop

Last week, we had a visit from the Piece Hall.

We learnt about its history, what it was used for in the past and how it's used now. Some children from years 4, 5 & 6 then designed their own Christmas card for a competition across different schools in Halifax. The winners will be picked soon - fingers crossed it is one of us!

Well done to all involved for being great role models!



## Year 5 - Residential

On Tuesday 29<sup>th</sup> November, thirty year 5 children began their journey to Nell Bank in Ilkley. These brave children all took part in the year 5 residential.



Upon arriving at Nell Bank, the children completed a range of activities including a really tricky obstacle course with cargo nets and tunnels across the Nellbanian Mountains and a custard crossing challenge. The children showed great determination and perseverance, and really conquered their fears! It was lovely to see the Beech Hill values reflected in the children's learning outside of the classroom environment.

In the evening, the children were very excited to watch England vs Wales with their friends. They showed great support and there was lots of cheering and flag waving. On Wednesday morning, the children continued being excellent ambassadors for Beech Hill School - they were polite, enthusiastic and encouraged each other. They thoroughly enjoyed den building and orienteering.

It was an absolute pleasure taking these children on the residential. The instructor, Sam, commented numerous times on their wonderful behaviour and how lovely the children were. Well done to all of those children who took part!



### Dinner Menu w/c Monday 5th December

		<b>School Meals Menu - Week 1</b>							
		Monday	Tuesday	Wednesday	Thursday	Friday			
Hot Meal Option	1	Chicken Nuggets 4, 5	Homemade Keema Curry	Fishcakes (2, 5) Parsley Sauce (5, 10)	Battered Chicken Steaks 1, 3, 4, 5, 10	Pizza 5, 8, 10			
		Quorn Big Mac and Cheese 4, 5, 10, 12	Samosas (5) Homemade Onion Bhajis (10, 12) Savoury Rice	Homemade Macaroni Cheese (5, 10) Garlic Bread (4, 5, 10)	Homemade Cheese and Onion Quiche 5, 10, 12	Homemade Kidney Bean Curry Naan Bread (5)			
Vegetables		Fries Beans Veg Sticks	Wedges (8) Broccoli Carrots	Potato Cubes (5) Peas Sweetcorn	Curly Fries (5) Spaghetti Carrots	Ziggy Fries Beans			
Served Daily		Jacket Potatoes with various fillings (Homemade Chicken Tikka, Bolognese and Chilli. Tuna, Cheese, Beans) Salad Bar Sandwiches/Subs/Wraps Allergies for the daily items available on request							
Dessert		Pancakes and Syrup 5, 10, 12	Marble Sponge (5, 10, 12) Custard (8, 10)	Iced Cake 5, 10, 12	Choc-Chip Sponge 5, 10, 12 Chocolate Custard 5, 10	Assorted Fresh Baking 5, 10, 12			
		Chocolate Ice Cream 10	Assorted Biscuits 5, 10, 12	Cornflake Buns 5, 10	Jelly	Vanilla Ice Cream 10			

If you require an allergy list please email [kitchen@beechhillschool.co.uk](mailto:kitchen@beechhillschool.co.uk)

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

## What Parents & Carers Need to Know about **SOCIAL MEDIA & MENTAL HEALTH**

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthral young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

### 1. UNDERSTAND THE ALGORITHM

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Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

### 2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

### 3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

### 4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

### 5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

### 6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

### 7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound plings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

### 8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

### 9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

### 10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

### Meet Our Expert

Shazia Sarwar-Azmi is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEMH, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



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Sources: <https://www.bbc.com/news/technology-56244526>  
<https://iprouncol.com/blog/social-media-usage-2021/>