



BEECH HILL NEWS



Friday 13th October



Thank you to everyone who donated and attended our MacMillan Cancer Coffee Morning last Friday.

It was lovely to see so many families coming together to support such a good cause and together we raised **£86**.

Thank you for your continued support.



School Council Visit to Heptonstall

Some representatives of our school council visited Heptonstall Primary School.

It was an opportunity for them to see the school and do some work alongside school councillors from our other Trust Schools: Dean Field, Shirley Manor and Heptonstall.

They were all super ambassadors for our school and had a fantastic time meeting other children and making new friends.



Hello Yellow Day

Next Friday 20th October is going to be Yellow Day at Beech Hill School to support and promote positive mental health and well-being in children.

Children are invited to come to school dressed in yellow and bring a donation in to support the YoungMinds charity who support children with mental health difficulties.

Your support is greatly appreciated.



House Points

The following children have received their **bronze** award for achieving 50 house points:

Musa D
Ariana G
Fatima H
Ayesha N
Ameeq S
Sabah N
Alesha I
Raqeab H

Well done!

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TTRS - Most Accurate

Year 2 - Zahid A (Switzerland)

Year 3 - Faizan H (Morocco)

Year 4 - Abubaker A (South Africa)

Year 5 - Ismah S (Denmark)

Year 6 - Mustafa H (Egypt)

Class with the fastest average speed per question

Egypt (1.54 second per question)

Attendance

Congratulations to USA 5 on achieving the highest attendance this week. Can your class be the highest next week?

Group	% Attend
USA3	92.2
USA4	94.3
USA5	98.9
Wales	94.5
Northern Ireland	97.2
Switzerland	98.5
Nigeria	97.7
Canada	92.5
Jordan	88.5
Mexico	96.5
Morocco	95.7
South Africa	96.9
Australia	96.8
Denmark	93.6
Singapore	96.2
France	94.8
Tanzania	90.6
Egypt	96.3
Totals	95.0

Dinner Menu w/c Monday 16th October

1	Monday	Tuesday	Wednesday	Thursday	Friday
Hot Meal Option	Battered Chicken Steaks 1, 3, 4, 5, 10 Fish Fingers 2, 5	Homemade Keema Curry 3 Rice	Homemade Lasagne 5, 10 or Shredded Chicken 5	Homemade Chicken Pie 5, 10, 12 or Roast Chicken Dinner	Pizza 5, 10
	Mac 'n' Cheese Croquettes 5, 10	Vegetable Pasta Bake 5, 10	Vegan Pizza Rolls 5, 8	Vegan Strips 1, 4, 5	Homemade Kidney Bean Curry 3 Rice
Vegetables	Criss-Cuts 5 Beans Veg Sticks	Wedges Broccoli Peas	Herbies 5 Sweetcorn Mixed Veg	Potato Puffs Peas Carrots	Chips Beans Broccoli
Served Daily	Jacket Potatoes with various fillings Salad Bar Selection of Sandwiches/Subs/Wraps Allergies for the daily items available on request				
Dessert	Doughnuts 4, 5, 10, 12, 14	Choc-Chip Sponge 5, 10, 12 Custard 10	Cheesecake 4, 5, 10	Marble Sponge 5, 10, 12 Custard 10	Assorted Fresh Baking 5, 10, 12
	Angel Delight 10	Cornflake Buns 5, 10	Jelly	Assorted Biscuits 5, 10, 12	Vanilla Ice Cream 10

If you require an allergy list please email kitchen@beechhillschool.co.uk



Social Media - Online Safety Tips

Don't accept friend requests from strangers

Make sure that you set your profile to private so that people you don't know can't find you online. Always tell a trusted adult if a stranger or somebody you don't know sends you a message or a friend request.

Never share your personal information with people you don't know

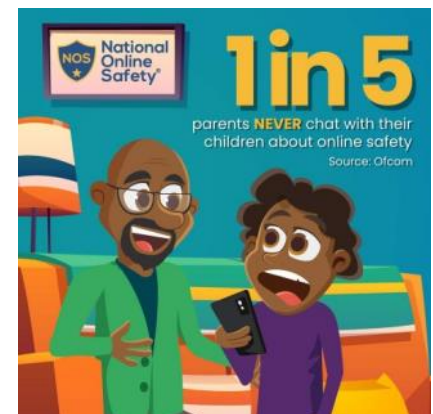
Keep your personal information personal. Sometimes people online aren't always who they say they are and might ask you to share things that you don't feel comfortable sharing.

Don't share embarrassing photos or videos of others online

This could really upset them and you could get into a lot of trouble. Always think twice before posting anything on social media and treat people online as you would in real life.

Create a positive online reputation

Always be kind and polite when posting comments on social media and only upload pictures and videos of things you are proud of. This forms part of your digital footprint. Everything you do online can be tracked and monitored and could affect what people think of you in real-life if it is negative.



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 apps which we believe trusted adults should be aware of. Please visit nationalcollege.com for further guides, hints and tips for adults.

SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to the war in Ukraine and the conflict in Israel, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.



2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.



4 EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



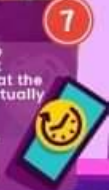
6 CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring these around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



7 SET LIMITS

Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.



8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once; instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It's essential that children understand that they're not alone, and that help is available if and when they need it.



Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



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#WakeUpWednesday

Source: <https://www.bbc.com/news/health-61021930>, <https://www.nhs.uk/health-topics/young-people-with-learning-difficulties/>, <https://www.scotland.gov.uk/topics/young-people/about-us/young-people-with-learning-difficulties>



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