

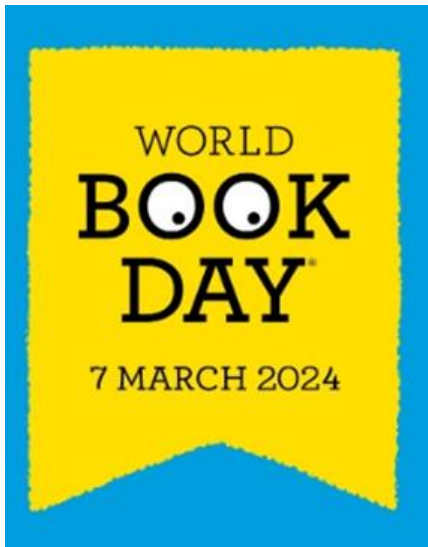


BEECH HILL NEWS



Friday 23rd February

World Book Day 2024



We are very excited to be celebrating World Book Day on Thursday 7th March 2024.

On the day, children will be taking part in some fun reading activities and they are invited to dress up as their favourite character from a book of their choice. We are encouraging children to be creative and inventive and would love to see home-made costumes of characters from books they have studied this year or one from the same author. If you are unsure of the texts your child has been reading, please take a look at their repeated text library on our website.

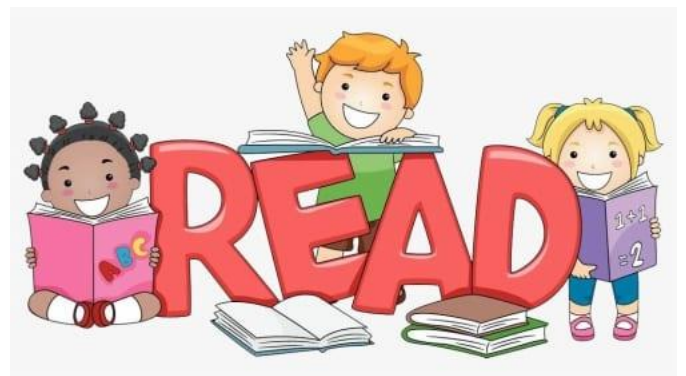
As part of this celebration, we will be hosting stay and read sessions for years 1 to 6 throughout the half term.

These sessions will take place in the hall from 8.45 - 9.15am. A selection of books and seating areas will be available to share with your child. There will be light refreshments available for you to enjoy while you read.

If you would like to take part, please sign up on Parent Pay. The cost is £1 and limited to two adults per child. We kindly request that younger siblings do not attend with their parents to ensure the smooth running of the event. The date and times of the sessions are listed below and are limited to 50 places per session.

- Year 1 - Tuesday 5th March
- Year 2 - Wednesday 6th March
- Year 3 - Wednesday 13th March
- Year 4 - Monday 18th March
- Year 5 and 6 - Tuesday 19th March

We are very much looking forward to expressing our love of reading and making it a memorable occasion for our children!



Beech Hill School
Mount Pleasant Avenue
Halifax
HX1 5TN
Tel: 01422 345004

Website: www.beechhillschool.co.uk
Email: admin@beechhillschool.co.uk



STEM Week

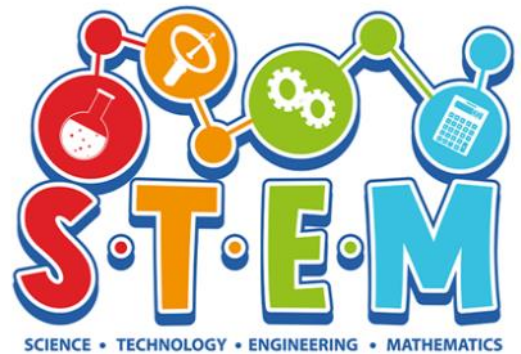
From Monday 11th March, we are celebrating STEM (Science, Technology, Engineering and Mathematics) week in School.

On Friday 15th March, we will be holding a parents' workshop (more information to follow). We know there are a lot of parents that have careers in these fields and we would love to welcome you in to speak to our children about what you do and what jobs are available to them when they are older.

We would like to inspire our pupils to work hard in school and in further education with a specific career/job in mind to work towards. It would be such a wonderful experience for our pupils to think about the many job roles in the STEM area and bring their learning to life in the real world.

If you would like to support with this, please send a message via Seesaw to the class teacher or speak to them at drop off/pick up.

Thank you in advance for your support.



Beech Hill Values

This year at Beech Hill, we are focusing on 8 core values. These values are something that we feel our pupils need to learn and demonstrate throughout all aspects of life.

Each half term, we will have a focus value and we will be rewarding children for demonstrating excellence in each value. We encourage you to help your children to demonstrate these values at home and in the wider community. We also welcome you to let us know different ways that your children have demonstrated the different values.

Please see below for each half term's focus value.

Autumn 1 - **Honesty**

Autumn 2 - **Tolerance and Respect**

Spring 1 - **Determination and Perseverance**

Spring 2 - **Appreciation**

Summer 1- **Friendship**

Summer 2 - **Kindness**

This half term's value is:
Appreciation





TT Rockstars Most Improved Accuracy

Year 2 - Eesa H (Canada)

Year 3 - Ayaaz A (Mexico)

Year 4 - Charlie S (South Africa)

Year 6 - Jibril A (Tanzania)

Class with the highest daily minutes played per active player

Nigeria (3m 13s per day)

House Points

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

Faryal H
Redha A
Inayah H
Sarah S
Abdul H R
Dawoud A
Habiba A
Sarah D
Mehak K
Vivaan M

Raul A
Dominik K
Ibrahim M
Zoya R
Ariyan T
Nimra R
Yahya A
Ahmed I
Hashim M

The following children have received their **silver** award for achieving **100** house points:

Samanyu N
Ismaeel H
Zainab N
Safiyyah Z
Zainab K



"A grateful heart is the best kind to have."

Little People Big Noise Project

On Wednesday 21st February, year 4 had their first music session for the Little People Big Noise project - Lights Camera Score.

They looked at different graphic notations that can be used to represent music and created some music of their own. The children were fantastic at thinking about how the interrelated dimensions of music could be represented.

They will be working on composing music for an animation based on the story that their ideas generated last half term.



Year 4 Parent Lunches

This week we welcomed parents from year 4 to enjoy lunch with their children on Tuesday and Thursday.

The children enjoyed having lunch with their family and there was a lovely atmosphere in the hall.

Thank you to all the parents who attended.

Keep an eye out on the newsletter and Seesaw for information about more parent lunches that will be happening this academic year.



Dinner Menu w/c Monday 26th February

2	Monday	Tuesday	Wednesday	Thursday	Friday
Hot Meal Option	Chicken Nuggets 5	Homemade Cottage Pie (sliced potato topping) 10 Or Fish Fingers 2, 5	Fishcakes 2, 5 Parsley Sauce 10	Homemade Lasagne 5, 10 Or Southern Fried Chicken Strips 1, 5	Pizza 5, 10
	Tomato Pasta 5, 10	Vegetable Burger 5	Homemade Sweet Potato & Chickpea Curry Rice	Samosas 5 Savoury Rice	Cheesy Omelettes 10, 12
Vegetables	Ziggy Fries Beans Mixed Veg	Potato Puffs Peas Carrots	Potato Cubes 5 Sweetcorn	Potato Wedges Mixed Veg	Chips Beans
Served Daily	Jacket Potatoes with various fillings Salad Bar Selection of Sandwiches Allergies for the daily items available on request				
Dessert	Doughnuts 4, 5, 10, 12	Chocolate Sponge 5, 10, 12 Custard 10	Iced Cake 5, 10, 12	Treacle Sponge 5, 10, 12 Custard 10	Assorted Fresh Baking 5, 10, 12
	Chocolate Swirls 10	Jelly	Assorted Biscuits 5, 10, 12	Angel Delight 10	Strawberry Ice Cream 10

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

National Online Safety - Weekly Information

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College

@natonlinesafety

/NationalOnlineSafety

@nationalonlinesafety

@national_online_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.02.2024