



# BEECH HILL NEWS



Friday 1st March

## Important Notice Regarding Attendance

On Thursday 22<sup>nd</sup> February 2024, we had a visit from the Local Authority. The purpose of the visit was to deliver DfE statutory guidance and discuss individual pupil attendance and punctuality.

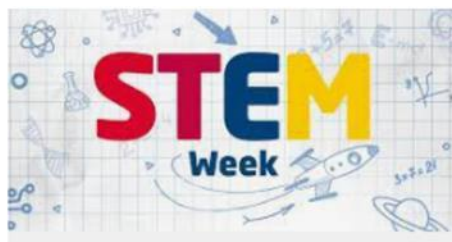


I must inform you that long periods of sickness for minor ailments may not be considered for authorisation. U codes (arriving after the register has closed) are an unauthorised absence and can be considered for a fine if they accumulate. For pupils to achieve their true potential, it is extremely important they attend regularly and punctually.

If you would like to discuss your child's attendance, please do not hesitate to contact me.

Thank you for your continued support.

Mrs Farhat Hussain, Attendance Officer



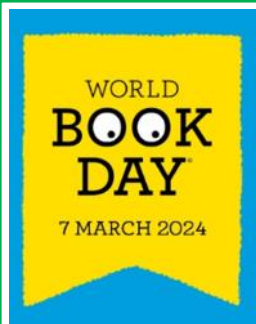
On **Friday 15<sup>th</sup> March** as part of STEM (science, technology, engineering and mathematics) week, your child is invited to come into school dressed something STEM related. This is only optional. Here are some ideas.



There is also a Family STEM workshop on **Friday 15<sup>th</sup> March at 9:00am in the hall** where parents can join their children to take part in STEM activities as well as the chance to learn about different careers in science. **There are limited spaces so will be on a first-come-first-served basis.** There will be lots of activities on offer and a chance to learn about the different careers in science, technology, engineering and mathematics. If you would like to attend, **please sign up using the online booking system.** It will go live on Friday 1<sup>st</sup> March at 9:00am. Thank you for your continued support.

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## World Book Day 2024

We are very excited to be celebrating World Book Day on Thursday 7<sup>th</sup> 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.

As part of this celebration, we will also 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



## School Council Presentations across the Trust

On Wednesday morning, our School Council, Head Girl and Boy and our Deputy Head Girl and Boy went up to Dean Field to deliver a presentation all about Beech Hill.

During the week, the children worked with Mrs Creighton and Mr Hoyle to brainstorm some ideas from the brief given by Mr Perrin (Head of Heptonstall Primary School). The children went away and did some homework and we came back together to discuss our ideas. They created their own poems and gathered lots of information which was brilliant. Jana and Humaira then came together to create a PowerPoint presentation in their own time. The group met again to run through it and delivered an assembly as a run-through. Overnight, the children learnt their lines and were ready for the big day. During their presentation, the children spoke clearly and confidently in front of a large audience of other School Councillors from our Trust of Dean Field, Heptonstall and Shirley Manor. They showcased how amazing our school is.

They were fantastic ambassadors for our school and should be very proud of themselves.



## TT Rockstars Most Improved Accuracy



Year 2 - Mohammad I (Switzerland)

Year 3 - Inaya A (Morocco)

Year 4 - Eshaal F (Australia)

Year 5 - Ayat O (France)

Year 6 - Taanvi C (Tanzania)

**Class with the highest % of active players**

Australia (96%)

### House Points

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

Rehan S  
Morgan N  
Vanessa D  
Aryaan H  
Shahaam N  
Cristian H  
Eric P  
Dominik D  
Hasnain A

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

Aneesa S  
Umair A  
Kaya G  
Abdul M



"As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them."

### Attendance Update (Monday 19th to Friday 23rd February)

It is great to see many classes achieving higher than the national average but a huge congratulations goes to Tanzania for achieving the highest attendance last week.

The overall attendance of 92.5% is still lower than the national average and it is extremely important that we get this figure up.

Regular attendance ensures that your child is getting the most out of their learning so it is extremely important that they are in school everyday.

Thank you for your continued support.

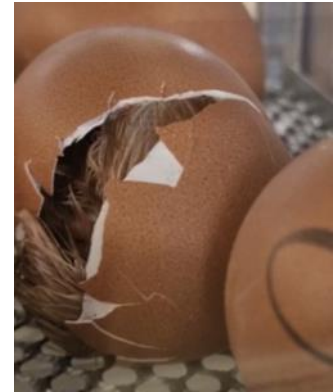
| Group            | % Attend    |
|------------------|-------------|
| Halifax 3        | 96.0        |
| Halifax 4        | 90.8        |
| Halifax 5        | 90.0        |
| Wales            | 92.1        |
| Northern Ireland | 96.4        |
| Switzerland      | 84.0        |
| Nigeria          | 77.9        |
| Canada           | 88.3        |
| Jordan           | 97.2        |
| Mexico           | 90.7        |
| Morocco          | 95.2        |
| South Africa     | 92.6        |
| Australia        | 97.4        |
| Denmark          | 88.5        |
| Singapore        | 90.0        |
| France           | 95.0        |
| Tanzania         | 98.4        |
| Egypt            | 98.1        |
| <b>Totals</b>    | <b>92.5</b> |



|  |                                       |
|--|---------------------------------------|
|  | Poor attendance, I am very concerned. |
|  | Below expectations, I am worried.     |
|  | Best chance of success, well done.    |

## Year 2 Chick Experience

This week we have had a chick experience in year 2. We watched them hatch in the incubator and now we are going to take care of them.



## Dinner Menu w/c Monday 4th March

| 3               | Monday  | Tuesday                                     | Wednesday  | Thursday                                     | Friday   |
|-----------------|---|---|--|--|--|
| Hot Meal Option | Fish Fingers<br>2, 5  | Homemade Chilli Con Carne & Rice            | Roast Chicken Dinner & Yorkshire Puddings<br>5, 10, 12 | Homemade Chicken Curry<br>Naan Bread 5       | Pizza<br>5, 10   |
|                 | Cheese & Onion Rolls<br>3, 4, 5, 10, 12   | Homemade Cheese & Onion Quiche<br>5, 10, 12 | Vege Nuggets<br>5                                      | Samosas 5<br>Homemade Bhajis<br>Savoury Rice | Homemade Macaroni Cheese 5, 10<br>Garlic Bread 5, 10, 14 |
| Vegetables      | Chips<br>Beans  | Potato Wedges<br>Peas<br>Carrots            | Roast Potatoes<br>Broccoli<br>Mixed Veg                | Ziggy Fries<br>Cauliflower<br>Mixed Veg      | Curly Fries 5<br>Beans<br>Sweetcorn                      |
| Served Daily    | Jacket Potatoes with various fillings<br>Salad Bar<br>Selection of Sandwiches<br>Allergies for the daily items available on request |   |  |  |  |
| Dessert         | Sweet Waffles<br>4, 5, 10, 12   | Marble Sponge 5, 10, 12<br>Custard 10       | Parkin<br>5, 10, 12                                    | Bakewell 5, 10, 12<br>Custard 10             | Assorted Fresh Baking<br>5, 10, 12                       |
|                 | Strawberry Swirls<br>10   | Angel Delight 10                            | Assorted Biscuits<br>5, 10, 12                         | Jelly  | Vanilla Ice Cream<br>10                                  |

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

# National Online Safety - Weekly Information

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

### 1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.



### 2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

### 3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

### 4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

### 5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

### 6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

### 7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

### 8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened, when, where, and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

### 9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

### 10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

### Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



#WakeUpWednesday

The National College

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