



BEECH HILL NEWS

Friday 30th January



Times Tables Rock Stars Whole Trust Competition



Monday 2nd February - Thursday 5th February 2026

We are taking part in a whole Trust TTRS competition next week
from Monday to Thursday.

Everyone from years 2-6 can take part. And points can be earned
between the hours of 7.30am - 8pm.

Children will be given some time to play TTRS in school as well
as logging on and playing at home. Points earned in this
competition will also count towards our own termly competitions.

Winners will be announced on Friday 6th February 2026

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OPAL Golden Welly Awards



Last week's Golden Welly winners were:

Lower School

Hamnah and Nusaybah - For helping younger children in the forest area so that they could join in.

Aizah - For showing perseverance in the forest area.

Upper school

Adam, Ayat, Nitika, Ayaan, Yahya, Esa, Junaid, Aiyah, Isha and Luciana - For using a rope to play tug of war but checking it was safe, discussing the risks and agreeing on rules.

Ayaan, Joseph and Ismail - For carefully putting the equipment away after break time without being told by an adult.



Attendance Update

(From 19.01.2026 to 23.01.2026)

Class	%
Halifax 1	93.45%
Halifax 2	68.7%
Halifax 3	96.21%
Northern Ireland	90%
Scotland	92.69%
Wales	90.63%
Denmark	95.24%
France	92.5%
Switzerland	86.19%
Canada	91.61%
Mexico	90.71%
Egypt	95.93%
Nigeria	94.83%
South Africa	97.41%
China	99.33%
Japan	95.67%
Singapore	88%
Australia	97.24%
New Zealand	91.67%

Please may we remind all parents that school starts at 8:35am. This means we expect all children to be in class by this time.

We have a constant stream of late children arriving every day and this will have a detrimental effect on their learning.

Punctuality is extremely important so please try to ensure your child is in school on time.



"The difference between the impossible and the possible lies in a person's determination."

House Points

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

Rohaam A
Hashim A
Meghaswi C
Keyyan H
Hayah N
Ines R
Benyamin B
Humairah S
Eesa A
Haniya A
Umayah S

Marwah H
Leontyna E
Daniel G
Yusaf H
Inaya Y
Adar C
Hana H
Arooj A
Ellis K
Hasanain S

House Points

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

Roman S
Amaima W
Muhammad E
Alina A
Malaika N
Adwaith R C
Momina M

Well done to all our house point winners. Keep up the good work!

School Council Learning Walk

This week, our School Councillors carried out a learning walk around the school.

Working together, they first created a checklist of what they hoped to see, including children who were engaged, enthusiastic and happy in their learning, as well as adults using praise and rewards effectively.

The learning walk began in early years, where the council visited nursery and reception. They observed lots of purposeful play alongside positive and supportive adult interactions. In fact, the councillors were reluctant to leave EYFS, as it brought back many special memories from when they were younger. As they moved through the rest of the school, they saw a wide range of engaging activities. Pupils demonstrated their creativity and their ability to retain key knowledge, supported by effective adult questioning. Other strengths highlighted during the walk included collaborative learning opportunities, excellent behaviour for learning, outstanding manners and the celebration of children's achievements.

A huge well done to all of our School Council members for their thoughtful observations and enthusiasm. They will be sharing their findings with their peers during an upcoming assembly.



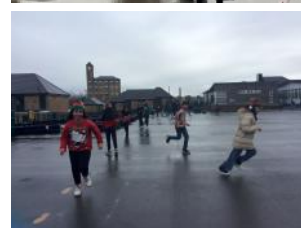
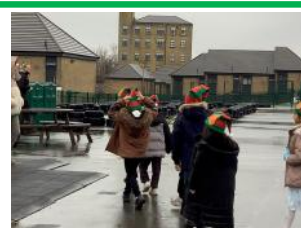
Overgate Hospice Elf Dash

On Friday 12th December, we took part in the Overgate Hospice Elf Dash.

Throughout the day, children and adults in all year groups participated in the event by putting on their elf hats and getting into the elf spirit - running, laughing and jingling their way through the event with such joy and enthusiasm. Once again, your support and generosity have been amazing as we have raised an **elf-tastic £741.23!**

This money will make a real difference to local families when they need it the most.

Thank you for your support!



Year 3 Parent Lunch

Year 3 were delighted to welcome their parents into school for a family lunch.

The children were full of excitement as they greeted their families in the hall and thoroughly enjoyed sharing a scrumptious meal together.

A huge thank you to all of the families who joined us and helped create such special memories with their children.

We look forward to welcoming you back again in the near future.



Chinese New Year

On Wed 11th Feb, we will be having a special Chinese themed school lunch in celebration of the Chinese New Year 2026 - the Year of the Horse!

The menu this day will be:

Sweet and Sour Chicken

Vegetable Spring Rolls
Chinese-Style Savoury Rice

Chips
Peas/Broccoli

Chinese New Year themed
Cupcakes
Mango & Orange Iced Smoothie



Dinner Menu from Monday 2nd February

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

2	Monday	Tuesday	Wednesday	Thursday	Friday
Hot Meal Option	Chicken Goujons 5	Homemade Lasagne 5, 10 Shredded Chicken 4, 5	Fish Fingers 2, 5	Homemade Chicken Curry Rice	Pizza 5, 10
	Tomato Pasta 5, 10	Vege Nuggets 5	Homemade Cauliflower & Broccoli Cheese 5, 10	Quorn Dippers 5	Homemade Cheese & Onion Pie 5, 10, 12
Vegetables	Chips Beans Peas	g/f Waffle Fries Broccoli Mixed Veg	Chips Peas Sweetcorn	g/f Wedges Broccoli Carrots	Chips Beans Sweetcorn
Served Daily	Jacket Potatoes with various fillings Salad Bar Selection of Sandwiches Allergies for the daily items available on request				
Dessert	Jam Doughnuts 4, 5, 10, 14	Jam Sponge 5, 10, 12 Custard 10	Cupcakes 5, 10, 12	Treacle Sponge 5, 10, 12 Custard 10	Assorted Fresh Baking 5, 10, 12
	Ice Cream Cake 4, 5, 10, 12	Jelly	Assorted Biscuits 5, 10, 12	Angel Delight 10	Ice Cream 10

Weekly Online Safety Update

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.

What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



#WakeUpWednesday

The National College

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Gold Book Nominations



Mount Pleasant - Abdul-Rafay H for being really kind and helpful in 2-year-old nursery.

Mount Pleasant - Ayzal U for settling in so well to 2-year-old nursery.

Pellon Lane - Arwa J for her development in her self-confidence this week. She has been making new friends and working hard as always! She has been busy counting up to 28! As well as beginning to identify initial sounds.

Halifax 1 - Musa A for being a super story teller!

Halifax 2 - Khadija R for her wonderful phonics work. She has been joining in really well, learning new sounds and reading words. Fantastic work!

Northern Ireland - Keyaan H for being a valued member of class Northern Ireland and for getting stuck in straight away with everything in year 1!

Scotland - Mohammad A for showing lots of determination in maths to complete his work and developing more resilience when things are tricky.

Wales - Burhan H for being an always child and for always putting 100% effort in.

Denmark - Aiyrah I for her artist page about Axel Scheffler which she detailed using colours and pictures.

France - Hayah N for writing a brilliant character description in English for her chicken story.

Switzerland - Azaan A for trying really hard in his reader assessment.

Canada - Darin A for his fantastic clay piece in the style of Georgia O'Keeffe.

Mexico - Shrayan K for writing a fantastic Flat Stanley chapter using many of the year 3 writing features.

Egypt - Hadi S for putting lots of effort into his Antarctica Survival guide. Hadi tried really hard to make sure he included all the important information.

Nigeria - Manahil M for great improvements in all areas of her learning.

South Africa - Humairah S for her careful attention to detail when using different techniques to create watercolour washes in art.

China - Umayah S and Habiba B for always being helpful and showing appreciation to the adults around them.

Japan - Hafsah B for her excellent and positive attitude to learning! Despite the fractions work being quite tricky, she has absolutely smashed it and tried her best! Well done.

Singapore - Naomie K for her balanced argument in response to the question, 'Should Michael leave school to travel the world?'. This piece of writing was a thoroughly enjoyable read! She is continuing to develop her writing using her own creative ideas.

Australia - Fatima H for impressing with her effort in lessons and for a fantastic eye-witness account of the Vesuvius eruption that destroyed Pompeii.

New Zealand - Haleema U for mastering long multiplication!