



# BEECH HILL NEWS



Thursday 19th March

## **\*\*PE Kit Reminder\*\***

All children should have a change of clothing for PE lessons in order to access the lesson properly. Their PE kit should contain the following:

- Plain white t-shirt
- Plain black leggings, jogging bottoms or shorts
- Plain black pumps or trainers

We kindly request no branded designer clothes.

Long hair should be removed from the face and tied back.

All clothes should have your child's name in.

If you require further support with PE kits, please speak to your child's class teacher.

Thank you for your continued support.



twinkl.com

## **Sign Language Week**

This week has been Sign Language week across the UK.

All the children in school have taken part in some learning around Deaf Culture and have also chosen some signs that they wanted to learn. We have had classes learning signs for greetings, family and friends, animals, food and much more.

It would be great if parents asked their child what they have learnt to see if they can teach you any signs!

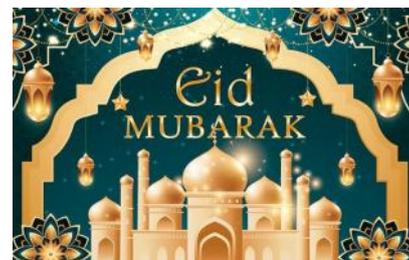


## **Eid Mubarak**

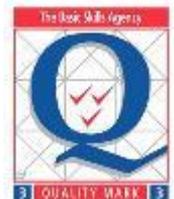
Eid Mubarak to all our pupils, families and staff! We hope this Eid brings happiness, peace and prosperity to everyone in our school community.

To celebrate, we will be having class parties on Monday 23rd March and children can come in their party clothes on this day. Please ensure they are wearing sensible shoes.

Please remember that school is closed to all on Friday 20th March.



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## OPAL Golden Welly Awards



Last week's Golden Welly winners were:

### Lower School

Hawraa for coming and checking on a friend whilst she was getting first aid. She made sure she was ok.

Hareem, Karamnisha and Airah for cooking a delicious soup in forest school.

### Upper school

Singapore class - all the girls for playing really well together, turn taking and having a great time.

Hajra - she saw a worm on the concrete and carried it to the grass so it didn't get trampled on.



## House Points

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

Darin A  
Yahya H  
Aoun M  
Daniel O  
Ayaan Y



## House Points

The following children have received their gold award for achieving 200 house points:

Eva R  
Haya M



## EASTER HALF TERM CAMP ACTIVITIES

- All Sport activities
- Arts & Crafts
- Breakfast & Hot meal
- Nutrition workshops
- Skate it workshop
- Mini First Aid workshop

**BOOK NOW**

**MONDAY 6TH APRIL - THURSDAY 9TH APRIL**  
**10AM - 2PM**

**FREE** if eligible for Free School meals.  
 Accepting paid places also

**Contact Us**  
 Leah Greig 07399621444 | [positiveimpactsports@hotmail.com](mailto:positiveimpactsports@hotmail.com)

## EASTER HALF TERM ACTIVITIES

**FREE** If eligible for FSM - Accepting 10 paid places also.

- All Sport activities
- Swimming Programme
- Mini first aid workshop
- Drama
- Breakfast & Hot meal
- Skate it workshops

**BOOK NOW SCAN BELOW**

**TUESDAY 7TH APRIL - FRIDAY 10TH APRIL**  
**10AM TILL 2PM**  
 Warley Road Primary Academy, Warley Road, Halifax, HX1 3TG

**Contact Us**  
 Leah Greig 07399621444 | [positiveimpactsports@hotmail.com](mailto:positiveimpactsports@hotmail.com)



# CALDERDALE LIBRARIES Easter Activities



Date	Activity Details
Monday 30 <sup>th</sup> March	<ul style="list-style-type: none"> <li>HAF pop-up library - Ash Green 10:30am</li> <li>Faraway Tree craft - Rastrick Library 10:30am</li> <li>Faraway Tree craft - Elland Library 2pm</li> <li>Highway Rat craft - Beechwood Road Library 2pm</li> <li>Easter craft - King Cross Library 2pm</li> </ul>
Tuesday 31 <sup>st</sup> March	<ul style="list-style-type: none"> <li>Anne Lister Festival crafty activities - Central Library &amp; Archives, Halifax 10:30am-2:30pm (free drop-in)</li> <li>Easter craft - Todmorden Library 10:30am</li> <li>Easter craft - Sowerby Bridge Library 2pm</li> </ul>
Wednesday 1 <sup>st</sup> April	<ul style="list-style-type: none"> <li>Lego - Central Library &amp; Archives, Halifax 10-12 (free drop-in)</li> <li>Easter craft - Rastrick Library 10:30am</li> <li>Drop-in activities - Hebden Bridge Library 10:30-4</li> <li>Lego - Todmorden Library 1:30-3:30pm (free drop-in)</li> </ul>
Thursday 2 <sup>nd</sup> April	<ul style="list-style-type: none"> <li>Baby Bounce and Rhyme - Brighouse Library 10:10am</li> <li>Drop-in activities - Akroyd Library 10:30-3:30</li> <li>Highway Rat craft - Brighouse Library 11am</li> </ul>
Friday 3 <sup>rd</sup> -Monday 6 <sup>th</sup> April - all libraries closed for Easter weekend	
Tuesday 7 <sup>th</sup> April	<ul style="list-style-type: none"> <li>Meet the Author: Ashley Thorpe - Central Library &amp; Archives, Halifax 10:30am (free, bookable)</li> <li>Lego Spike - Akroyd Library 2pm</li> </ul>
Wednesday 8 <sup>th</sup> April	<ul style="list-style-type: none"> <li>Lego Spike - Elland Library 10:30am</li> <li>HAF pop-up library - Lee Mount School</li> </ul>
Thursday 9 <sup>th</sup> April	<ul style="list-style-type: none"> <li>Lego Spike - Central Library &amp; Archives, Halifax 10:15am, 11:30am and 1:30pm</li> <li>Faraway Tree craft - Mixenden Library, 10:30am</li> <li>Highway Rat craft - Sowerby Bridge 10:30am</li> <li>Faraway Tree craft - King Cross Library 2pm</li> <li>Highway Rat craft - Northowram Library 2pm</li> </ul>
Friday 10 <sup>th</sup> April	<ul style="list-style-type: none"> <li>Faraway Tree craft - Todmorden Library 10:30am</li> <li>Highway Rat craft - Central Library &amp; Archives, Halifax 10:30am</li> <li>Highway Rat craft - Hebden Bridge Library 2pm</li> </ul>



# CALDERDALE LIBRARIES Easter Activities



Meet the Author: Ashley Thorpe

Tuesday 7<sup>th</sup> April, 10:30am  
Central Library and Archives, Halifax  
Free - booking required

Anne Lister Festival  
Crafty Kids' Activities

Free drop-in session  
Tuesday 31<sup>st</sup> March,  
10.30am-2.30pm  
Central Library and Archives,  
Halifax

Pop-up libraries  
as part of HAF  
programme

Multiple dates

Easter Craft  
and Story Sessions

A mix of exciting  
themes - check  
Ticketsource  
for details

LEGO education

Build Lego models  
and control them  
with code

spike Prime

Multiple dates

Calderdale Council

Scan here or go to  
[www.ticketsource.co.uk/calderdalelibraries](http://www.ticketsource.co.uk/calderdalelibraries)  
for full details and event booking

GO ALL IN National Year of Reading 2026

Calderdale Council

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GO ALL IN National Year of Reading 2026

## Dinner Menu from Monday 23rd March

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

2	Monday	Tuesday	Wednesday	Thursday	Friday
Hot Meal Option	Chicken Burger 5, 12 (served in a bun 5, 14 with lettuce & Mayo 12)	Butter Chicken 10 Rice	Fish Bites 2, 5	Roast Chicken Dinner Gravy	Pizza 5, 10 (various toppings - margherita/vegetable/spicy beef)
	Quorn Dippers 5	Vegan Hot Dog 4, 5, 8 bun 5, 14	Macaroni Cheese 5, 10 Dough Balls 5	Quorn Sausage 5	Vegetable Biryani
Vegetables	Chips Beans	Potato Puffs Peas Broccoli	Wedges Peas & Sweetcorn	Roast Potatoes Broccoli Carrots	Chips Beans
Served Daily	Jacket Potatoes with various fillings Salad Bar Selection of Sandwiches Fresh Fruit, Yoghurts & Fruit Cocktail				
Dessert	Selection of Fresh Fruit or Choobs 10	Sponge and Custard 5, 10, 12	Iced Cake 5, 10, 12	Sponge and Custard 5, 10, 12	Chocolate Milkshake 10 & Cookie 5, 10, 12
	Assorted Ice Cream 10	Raspberry Jelly	Meringue Nests 10, 12	Angel Delight 10	Assorted 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](http://nationalcollege.com).

## What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

### WHAT ARE THE RISKS?

#### ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

#### WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

#### SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

#### FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks, and fights – or content that appears to glamorise gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.

#### AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

## Advice for Parents & Educators

#### STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.

#### DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as [reportharmfulcontent.com](http://reportharmfulcontent.com).

#### TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: "What could you do if you feel unsafe?" Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

#### ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via [childline.org.uk](http://childline.org.uk).

#### Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



#WakeUpWednesday

The National College

See full reference list on our website

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