



BEECH HILL NEWS



Friday 4th April

End of Spring Term



There have been many highlights and things to celebrate this term, not least our Ofsted report. Mrs Hussain has shared the following message:

"As CEO, I'd like to congratulate my team at Beech Hill for what they have achieved. Myself and the Trustees are very proud that Beech Hill has reached our aim as being the hub of the community where all pupils - regardless of their barriers - feel welcome, thrive and succeed and we feel that has been celebrated in this report."

Year 5 enjoyed getting to know the Bradshaw year 5 children and they are looking forward to visiting them in the summer term and further developing their friendships. Children in early years have benefited from a visit from the police to help them understand how they support the local community. The information shared by our parent governor, Khizra Khan, about how she helped refugees in Jordan has really opened the children's minds about what can be done to support those less fortunate than ourselves.

Thank you to all families who have attended events in school. These have included our Songs From Home musical celebration evening, parent lunches for years 3 and 4, a neurodiversity coffee morning, a phonics picnic and stay and read sessions in World Book Week. Our book fair was incredibly well attended and we have really enjoyed looking for new books to buy with the money raised for school - thank you for your amazing support with this. It was wonderful to see so many of you at parents' evening on Wednesday; if you still need to meet with your child's class teacher, please ask them for an appointment.

We are looking forward to welcoming Mrs Bano back from maternity leave; she will be teaching Halifax 2 from Monday 7th April.

A big well done to all the children who have maintained 99 or 100% attendance this term. This is a fantastic achievement and they will all be receiving a reward for this from Mrs Farhat, our attendance officer. As a result of parents' hard work and commitment towards ensuring children attend every day, we have managed to maintain our attendance at 95% - above the national average.

School closes at 1.10pm on Tuesday 8th April and we will reopen on Tuesday 22nd April 2025.

The summer term is a long and busy one. Parents of children in years 1, 4 and 6 will be well aware that the Phonics Screening Check, the Multiplication Tables Check and, of course, the year 6 end of KS2 SATs will be soon upon us. Please continue to support your children at home to prepare them for these tests. Holiday homework will be uploaded or given to the children. Please make sure they are completing this. Make sure children in year 2 upwards are practising their times tables on Times Table Rock Stars and that children in year 6 are accessing the Reading Plus Intervention (if they have an account). Family challenges have also been shared on Seesaw - we look forward to seeing what you do over the next fortnight.

Please do not message the class teachers on Seesaw in the holiday as we would like them to be able to switch off completely over the Easter break.

We would like to thank you for your continued support and wish you a restful holiday. We look forward to seeing everyone back at school on Tuesday 22nd April.

Mrs Bowling and Mrs Cockroft

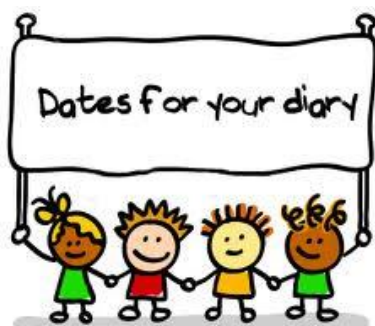
Important Dates

Summer Term 1:

w/c 21st April - no after school clubs (inc Friday)
w/c 28th April - all clubs start
Tues 29th April - Reception Family Learning
Thurs 1st May - Y4 Times Table Tea Parties
Thurs 8th May - Y1 to Yorkshire Wildlife Park
Thurs 8th May - Nursery Welcome Meeting
Tues 13th and Wed 14th May - Y3 to Murton Park
Thurs 15th May - Canada trip to Central Library
Mon 19th May - Y6 to Electric Bowl
Tues 20th and Wed 21st May - Y5 Parent Lunches
Thurs 22nd May - Values Assembly
Thurs 22nd May - Switzerland trip to Central Library
Fri 23rd May - STEM Coffee Morning

Summer Term 2:

Fri 13th June - Eid Coffee Morning
Mon 16th June - Y4 to Victoria Theatre
Tues 17th June (pm) - Y1 Sports Day
Wed 18th June (pm) - Y2 Sports Day
Thurs 19th June - Y5 Visit to Bradshaw School
Thurs 19th June (pm) - Y3 Sports Day
Fri 20th June - Refugee Coffee Morning
Mon 23rd June (pm) - Y4 Sports Day
Tues 24th June (am) - Y6 Sports Day
Tues 24th June (pm) - Y5 Sports Day
Wed 25th June - Y1 Family Learning
Thurs 26th June - Y5 to Bradford Literature Festival
Wed 2nd July - Y5 to Bradford Literature Festival
Wed 2nd July - Y6 Family Learning
Fri 4th July - Transition Day
Tues 8th July - Y2 Beach Trip (St Anne's)
Thurs 10th July - Y6 Performance for parents
Fri 11th July - Reports out to parents
Mon 14th July 4-6pm - Y6 Prom
Tues 15th July (am) - End of year awards
Tues 15th July - Y6 Parent Afternoon Tea
Fri 18th July (am) - Y6 Leavers' Assembly
Fri 18th July - school closes at 1.10pm



TTRS Winners

Year 2 - Airah-Noor A
(Switzerland)

Year 3 - Vivaan M (Jordan)

Year 4 - Mridini G (South Africa)

Year 6 - Nirvigna K (Tanzania)

**Class with the highest average
correct answers per person**

South Africa

Attendance Update

(24.03.2025 to 28.03.2025)

Group	% Attend
Halifax 1	96.9
Halifax 2	88.7
Halifax 3	91.2
Northern Ireland	94.8
Wales	94.5
Scotland	100.0
Switzerland	94.8
Jordan	97.5
Canada	98.6
Mexico	99.6
Morocco	98.6
South Africa	98.9
Australia	98.7
France	93.6
Singapore	97.2
Denmark	98.2
Tanzania	95.0
Egypt	94.8
Totals	96.3

Last week, our overall attendance was above the national average which is fantastic.
Also, well done to class Scotland for achieving 100%.

Altitude PR/Schoolreaders

We were delighted to welcome Rachel and Lucy from Altitude PR who came to find out more about our work with the Schoolreaders charity. It was a wonderful opportunity to chat to one of our fabulous reading volunteers, Julie, and watch her sessions in action with some of our Y5 students. The children explained how much they benefit from this additional 1:1 reading time and how Julie's questions help them to understand their books. We are extremely grateful to Schoolreaders for the volunteers they have matched with Beech Hill.





BRADFORD DRAGONS

BASKETBALL CAMP

AGES 7 - 18

ACTIVITIES

Join the Bradford Dragons Basketball Club for an exciting 3-day basketball camp led by D1 Head Coach Chris Mellor. This is your chance to train with a professional basketball club and sharpen your skills in a high-energy, professional environment.

27TH, 28TH & 29TH MAY 2025

Contact Us :
Inra.Murphy@calderdale.ac.uk
01422 357357

REGISTER HERE




Dinner Menu from Tuesday 22nd April

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

2	Monday	Tuesday	Wednesday	Thursday	Friday
Hot Meal Option	Southern Fried Chicken Goujons 1, 5	Homemade Beef Curry Naan Bread 5	Battered Fish 2, 5	Roast Chicken Dinner Yorkshire Puddings 5, 10, 12	Pizza 5, 10
	Tomato Pasta 5, 10	Homemade Onion Bhaji Samosas 5 Savoury Rice	Homemade Cheese & Onion Pie 5, 10, 12	Quorn Sausages 5	Homemade Macaroni Cheese 5, 10 Garlic Bread 5, 10, 14
Vegetables	Potato Puffs Beans Peas	Potato Wedges Broccoli Sweetcorn	Chips Mushy Peas	Roast Potatoes Broccoli Carrots	Potato Cubes 5 Beans Sweetcorn
Served Daily	Jacket Potatoes with various fillings Salad Bar Selection of Sandwiches Allergies for the daily items available on request				
Dessert	Assorted Biscuits 5, 10, 12	Iced Cake 5, 10, 12	Cupcakes 5, 10, 12	Jam Sponge 5, 10, 12 Custard 10	Assorted Fresh Baking 5, 10, 12
	Strawberry Swirls 10	Jelly	Cornflake Buns 4, 5, 10	Angel Delight 10	Chocolate Ice Cream 10

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.

What Parents & Educators Need to Know about

INSTAGRAM

AGE RESTRICTION
13+

Instagram remains one of the world's most popular social media platforms, especially among teens – with around 70% of 13 to 17-year-olds using it. Owned by Meta, Instagram allows users to share photos and videos, create interactive 'stories', broadcast live, send private messages and follow others. With regular updates and new features, it's essential for parents and educators to stay informed about how children are using the app – and what the risks are.

WHAT ARE THE RISKS?

EXCESSIVE SCREEN TIME

Instagram's design encourages prolonged use through endless scrolling of trending content and generating a fear of missing out (FOMO). Children can quickly lose track of time browsing posts from friends, influencers, and strangers, which may disrupt their day-to-day activities.

AI CHATBOT CONCERNS

Meta's AI, which is available on Instagram, allows users to chat with an in-app chatbot. While often helpful, it can blur boundaries for young users, who may ask for or read content that is inappropriate or see it as a real friend or confidant. Privacy issues also arise, as conversations may not be as secure or private as children assume.

RISKS OF GOING LIVE

The livestream feature allows real-time broadcasting to followers – or anyone, if the account is public. This increases the chance of unwanted contact from strangers and pressure to act in ways that gain attention, including engaging in inappropriate behaviour. Viewers may also post offensive or harmful comments during live sessions.

THREADS INTEGRATION

Threads is Instagram's sister app for public, text-based conversations. Posts from Threads appear in users' Instagram feeds and can lead children to view, share, and comment on public conversations with strangers. The content may not always be age-appropriate and can be misleading or false.

SCHEDULED MESSAGING

Instagram's newer ability to schedule direct messages means that children could receive messages late at night or early in the morning. This can disrupt their sleep or keep them preoccupied before the school day even begins.

EXCLUSION AND LOW SELF-WORTH

Feeling left out online can have a real emotional impact. Being left out of photos, receiving fewer likes, being unfollowed, or being ignored in chats and comments can leave children feeling excluded, which often hurts as much as in real life. There is a risk this can lead to reduced self-esteem and a sense of not belonging.

Advice for Parents & Educators

USE INSTAGRAM'S SUPERVISION TOOLS

Instagram's built-in Family Centre lets parents monitor how much time their child spends on the app. Specialised 'teen accounts' are private by default and offer controls on who can message them. Make sure that children use their real age when registering their account to ensure they have these protections.

OPEN UP THE CONVERSATION

Talk regularly to the children in your care about what they enjoy on Instagram – and what makes them uncomfortable. Encourage honest chats about filters, body image, and online approval. Reassure them that they don't need to edit their appearance or chase 'likes' to feel valued.

SET BOUNDARIES FOR THREADS AND AI

Parental controls on Instagram also apply to Threads. These allow parents to monitor time spent in the app, check follower lists and adjust exposure to sensitive content. Discuss AI features, too, therefore helping children understand that chatbots aren't real people and should be used with care.

BE MEDIA-SAVVY WITH INFLUENCERS

Parents should follow a few of the influencers their child watches, so they can better understand the content they're seeing. Use this as a springboard to talk about the difference between genuine recommendations and paid promotions – and how online personalities can shape opinions and behaviour.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College

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