

PARENT BULLETIN



Headteacher's Message

Dear all,

Where has this half term gone? It has been a packed half term for students and staff, with numerous educational trips and reward events, for those students who have demonstrated exceptional attitude to work, maintained good attendance and who have upheld our core values of **Kindness**, **Respect** and **Excellence**. Congratulations to all those students.

Good attendance in school is critical for every child who wishes to achieve their best possible academic results and move on to either higher or further education, apprenticeships or employment, in the future. Being in school every day and ready to learn is important for all students, but especially for those students currently in years 11 and 13, who are preparing for their final examinations this coming summer. I cannot stress enough that **every day counts**.

I would thank every parent/carer who supports us with ensuring their child comes to school, ready to learn and in full school uniform. We have had a clamp down on some items of non-uniform that children are wearing to school. Please remind your children that hoodies and leggings are not part of the school uniform and must not be worn in school.

Finally, can I please remind all parents/carers, that if you need to speak to a member of my staff, that you call ahead to make an appointment, before coming up to the school. Staff are often involved in after school meetings, training or other parent appointments and cannot always be available to see you, if you arrive without an appointment. We appreciate this may be frustrating, but please support us, in ensuring we are able to give you the time you need to discuss any issues or concerns, by making an appointment first.

Have a wonderful half term holiday. I look forward to welcoming everyone back into school on Monday 24th February.

Kind Regards

Anita Spires - Headteacher

Key Dates

Spring Term Dates 2024-25

24.02.25

Return to school – all years

27.02.25

DofE Bronze Training Day

06.03.25

TVLP International Women's Day (Years 10-12)

07.03.25

IFTAR – All faiths and none are welcome

11.03.25

DofE Bronze Practice Day

13.03.25

TVLP Creative Writing Workshop (Years 7-8)

17.03.25

Year 8 Reports to Parents

20.03.25

Year 8 Parent Evening

25.03.25

NHS Immunisations – Meningitis ACWY & Tetanus, Diphtheria and Polio Boosters

Supporting our students



Attendance at school is the biggest indicator of academic success.

As a school, we will continue to do all that we can to support you to achieve this. Please contact us if you have any concerns - the sooner the better.

For clarity, this year we will be looking at **days absent** rather than just as a percentage.

The government defines **persistent absence(PA)** as **less than 90% attendance** to school.

That is the same as a child having **19 days off** across a year.

Which is the same as a child having more than **3 days off school per term** (3 days over 6 terms = 18 days)

Therefore, **each term** we will monitor as follows:

			Immediate risk of PA this term	Now PA for this term
STAGE 1		STAGE 2	STAGE 3	STAGE 4
1 day off this term		2 days off this term	3 days off this term	4+ days off this term
Day 1 absence contact: attendance officer		Day 1 absence contact: attendance officer	Day 1 absence contact: attendance officer	Day 1 absence contact: attendance officer
		2 day absence warning contact sent: attendance officer	Day 3 absence 'risk of PA contact	Day 4+ absence 'risk of PA' letter 1 sent: EWO

Attendance Officer = Mrs Rehal

DDOS = Deputy Director of Studies - Yr 7 - Miss Best; Yr 8 – Miss Purchase-Hughes; Yr 9 - Mrs Phillips-Allen; Yr 10 - Ms Justice; Yr 11 - Miss Stephenson; Yr12 & 13 - Miss Milner

FLO = Family Liaison Officer

If attendance for any child does not improve at stage 4, support from external agencies will be sought.

Please also remember that **late to school** also counts as an absence for that morning session and will add to each child's days of absence for that term.

In addition, **holidays in term time** will **not** be authorised and any time taken will be recorded as unauthorised on your child's attendance record and count towards their days of absence.

If you are unsure if your child should be in school, please contact the attendance team for advice - attendance@beechwood.slough.sch.uk

Many thanks for your continued support.

RESPECT • EXCELLENCE • KINDNESS

A reminder: If your child is too unwell to be in school, please ensure you report your child's absence every day of the absence period, by calling the **attendance line on 01756 787293** and leaving a message, **text to 07786 201170** or email **attendance@beechwood.slough.sch.uk**.

Please note that an appointment does not necessarily require a full day off school. Your child must attend school, before and after an appointment, if it is during the middle of the school day. We encourage appointments to be made at the very start or very end of the school day, to minimise disruption.

Please encourage your child to be at school on time. Punctuality matters and students should be ready for roll call at 08:40am. Registration closes at 9am and a child arriving after this time, without medical proof, will receive an unauthorised mark for the morning session. Attendance is also important for each lesson throughout the day and all students should attend their lessons on time.

Thank you for your continued support.

SUPPORTING GOOD ATTENDANCE ...

There are common colds and coughs around at the moment. Below are the expectations we have at Beechwood and guidance on whether your child should be in school or not:

Common illnesses:

Cough/Colds/Heyfever – Your child can come to school. Please give your child paracetamol or antihistamine medication and encourage them to drink plenty of fluids.

High Temperature – Your child should remain home until their fever goes away. If the temperature continues for five days or more, seek medical advice.

Conjunctivitis – Your child can come to school. Please encourage hand washing regularly to prevent spread of infection.

Headache, earache and stomach ache – Your child can come to school. Just let staff know they have felt unwell and we will keep a close eye on them. Give your child paracetamol and plenty of fluids to drink.

Period Pain – Your child can come to school. Give paracetamol. Should your child need sanitary products whilst in school, they can go to the first aid room, where products are available.

Diarrhoea and Vomiting – If your child is suffering with diarrhoea or vomiting, they should be kept off school for 48 hours, following the last bout of illness.

Sore throat, tonsillitis and glandular fever – Your child can come to school. Give your child paracetamol and plenty of fluids to drink.

More information is available regarding further illnesses and what to do by following the below link:
<https://frimley-healthiertogether.nhs.uk/parentscarers/child-unwell-ok-go-nurseryschool>

RESPECT • EXCELLENCE • KINDNESS

WELLBEING DAY - TUESDAY 11 TH FEB 2025 AT BEECHWOOD SCHOOL

Beechwood School students were joined by students and staff from Holyport, St Josephs, Langley, Lynch Hill and Windsor Girls.

The purpose of the TVLP well-being day was to offer a day of focus on physical, mental and emotional health to students who will be approaching exam finals this year and changes. Providers offered workshops in yoga, mindfulness, sound relaxation and nutrition, with the idea being that students would be able to take tools away from these sessions and put them into practice in challenging times.

The practitioners were joined by Together as One, a local youth charity offering mental health advice, volunteering opportunities and new activities as well to offer a different slant on health and wellbeing.

Students experienced the following workshops:

Punam Kharbanda delivered excellent yoga sessions teaching the students about the power of breathing, whilst putting them through various stretches and yoga combinations.



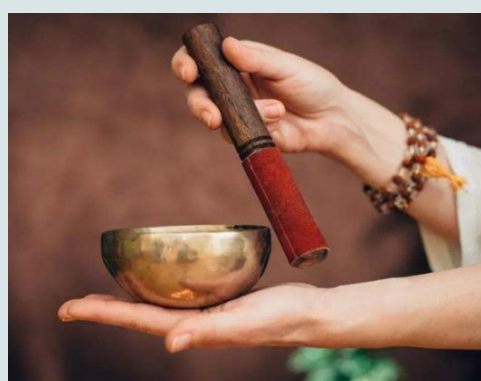
Janette Moy delivered a sound relaxation session including Tibetan bowls and the use of a huge gong. This session proved to be very popular as it was the first time a lot of students had experienced the effects of a sound bath.

Tricia Wilkie, founder of the mind hub, presented a really useful mindfulness session, where students were invited to stay in the present moment. The session included a lot of tips and information on how we can help ourselves overcome times of stress by practicing these routines on a regular basis.

Finally, **Kate Cheema**, nutrition and sleep expert, delivered an interactive informative session, looking at the overwhelming food and diet advice that comes our way. Uncovering food myths, looking at supposed healthy snacks and checking in on sleep routines, left the students in no doubt as to the best way forward when looking after their health.

The event ended with a panel discussion to summarise practice, discuss challenges and to allow the students an opportunity to ask questions if they wished.

A fantastic day all round.



VISITING THE SCHOOL

Can we please ask that parents/carers call ahead and make an appointment before coming up to the school and asking to see a member of staff?

The reason we ask this, is so we can ensure the member of staff is available to see you when you arrive, as unfortunately, it is not always possible for staff to meet parents/carers, due to after school meetings, training or other commitments.

We want to be able to support in every way we can and understand there may be times when you need to speak to a teacher or school leader about issues relating to your child and we appreciate it can be frustrating when that staff member is unavailable to meet you.

So that we can ensure the staff member if available to see you and give you the time and attention needed to fully support you and deal with your enquiries / concerns, please always call ahead to make an appointment. *Thankyou for your understanding and support.*

E Scooters and Electric Bikes

Before we start back next half term, we would like remind everyone of the government guidance regarding the use of electric scooters and e-bikes, which can be found at the following links:

[E-Scooter Gov.UK Guidance](#) [Electric Bike Rules - GOV.UK.](#)



Please be aware that while E-Scooters and EAPC (electrically assisted pedal cycles) are legal to own, users must be of the minimum age of 16 years for an E-Scooter and 14 years for an EAPC. Neither are permitted to be ridden on pavements. This is important to keep in mind, particularly regarding student use.

Due to safety concerns, and in light of the tragic loss of an ex-student last year, as a result of an electric-assisted vehicle road accident, we have made the decision not to allow electric scooters or e-bikes on school property. The presence of such vehicles on site poses significant risks, and we must prioritise the safety of all students and staff.

If a student is found with an electric scooter or e-bike on school grounds, it will be locked up and kept secure until a parent or carer comes to collect the item.

We appreciate your support in this matter.

GOLDEN E BADGE AFTERNOON TEA

Our Headteacher and Pom-Bear got together with a small group of Sixth Formers on Friday, for a special Valentine's Day Tea, to celebrate the students being recipients of the school's **Golden E Badge** in school.

Each student has been recognised for their exceptional efforts and achievements at Beechwood School. The badge is a mark of excellence and dedication, and we are incredibly proud to have been able to award them with it.



Celebrating Creativity

CELEBRATING ART

The first TVLP partnership schools' art exhibition, for Years 11, 12 and 13, took place at Eton College on Thursday 6th February.

A small group of Year 11 GCSE students, whose work was exhibited enjoyed the evening, along with their Art Teacher, Ms Belingy

'The experience was lovely'

'I greatly enjoyed the visit to the art exhibit and the opportunity to look at other art students work, especially those of older year groups, as it inspired me to stop limiting myself and to attempt to further pursue art past GCSE'.



APPRENTICESHIP WEEK AT BEECHWOOD SCHOOL

During Apprenticeship Week, a group of Sixth form Science students participated in a workshop on Careers in Research Science & Biopharmaceuticals. It was a packed agenda, with an interactive quiz, panel discussion, networking session and the chance for students to apply for two amazing opportunities:



Supporting our students

SECURING 1ST PLACE FOR GirlsGetSet Carbon Project

CONGRATULATIONS to our Year 8 girls for winning the Carbon Project event at GE HealthCare Headquarters last week.

The girls enjoyed a day of numerous, dynamic hands-on STEM activities, careers tips and talks and ended the day triumphant!

We're extremely proud of them all:

Carla C-K, Daisy-Mae L, Nadiira K, Madison B, Chantelle D, Madison L, Jessica K, Lucy I, Nicola R, Mehjabeen K, Kinga L and Raffaella H



To provide an exceptional educational experience for all where potential is nurtured and responsible citizens created.

BEECHWOOD Annual Trampoline WINNERS

On the 7th of February, Beechwood were lucky enough to host the annual SSSN Trampolining competition and GCSE moderation event for the second year in a row.

Athena Angels and the Beechwood Student Engagement Project coaches trained and judged the event focusing on three areas.

We had a year 7 & 8 category which St Joseph's and Beechwood went head-to-head in. St Josephs were incredibly neat and their hard work paid off as they placed first and second, however Beechwood were able to get into the individual standings with **Sara Soroka** taking the Bronze.

For the year 7&8 team competitions, students were entered in groups of 4 and the best average team score was used to decide placings. St Josephs took Gold, Beechwood 1 took the Silver (**Sara S, Julia J & Frankie A**) and Beechwood 2 took the Bronze (**Nancy, Haneen & Julia S**).

Well done to all of our very brave and talented year 7 girls!!!



Moving into our second category of Year 9 & 10 routines, which were a lot harder - taking the format of a Set routine (Chosen 10 bounce routine) and a Voluntary routine (Students were able to customise routines based on their skill level).

We had one team from Beechwood, one team from St Josephs and two teams from Long Close.

In the individual category St Joes took 1st and 2nd place again and **Amelia-Maria Bucko** took third place, earning herself the bronze after a very unfortunate fall in her first routine.

For the team category, St Josephs took gold, Beechwood took Silver (**Amelia-Maria & Akiva**) and Long Close 2 took the Bronze.

In our last and highly anticipated category we were very lucky to have over 9 students in Year 11 taking part. Beechwood shone in this category and filled up all three individual places.

In first place with a massive tariff score of 3.0 and an execution score of 9.1/10, **Danny Chaplin** took the Gold, in second place, following closely with a score of 8.9/10 was **Frankie Wain** and in third place, with an execution score of 8.9/10 (but a lower tariff score) was **Crystal Turner**. All three of these students had at least one somersault and some of them even had three!

In the team section of this category, We were high in the standings again and had Beechwood 2 winning Gold (**Frankie W, Danny C & Lewis C**) and Beechwood 1 taking the Silver (**Leak K, Crystal T, Musa M, Karly B**). In third place was Long Close 1 taking the bronze.



Supporting our students

A TRIP TO THE BRITISH FILM INSTITUTE - LONDON



Our Modern Foreign Languages Department arranged a trip to the British Film Institute on Thursday 23 January.

Six Year 9 students travelled into London by train with Ms Dimmock and Mrs Jonska.

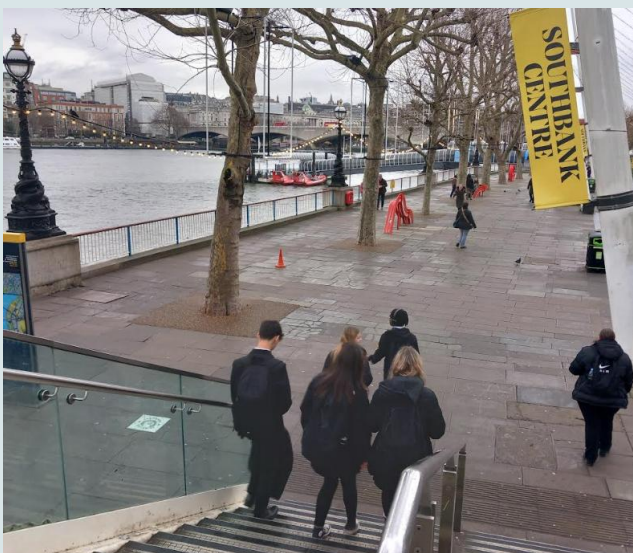
It was a lovely, scenic walk along the South Bank to the British Film Institute (BFI).

In the morning we watched short films and answered questions in French. All the students said how surprised and happy they were at the amount of French they could understand.



We had a picnic lunch in the neighbouring National Theatre and then it was back to the BFI for the afternoon feature film: Belle and Sebastien. The film was all in French with English Subtitles. Everyone was moved by the story of little Sebastien and his friendship with the huge white mountain dog, Belle. The cinematography of the French Alps during the Second World War was breath-taking.

Our students were brilliantly behaved and a delight to take on the trip. When asked if they'd recommend the trip to other language students, the students answered a huge 'YES!'. So, we will search out similar outings for Spanish and look forward to running the trip again next year.



To provide an exceptional educational experience for all where potential is nurtured and responsible citizens created.

ANYONE FOR A GAME OF KINBALL?

On the 10th of January, Twelve Year 10 sports students hosted 8 local schools in the introduction of Kinball to Year 9 students. They were responsible for organising the warm up games, which started with a game of Omnikin Human Skittles, which was an immediate crowd pleaser and had every child up running around. This was followed up by the participants learning how to keep the giant silk covered balloons in the air above them. Our leaders were motivating, encouraging and showcasing some great knowledge of the game!

Participants were then shown by our excellent leader, demonstrations on how to create a 'Tee' which is a key core skill of Kinball. This requires at least three of the team to catch the ball above their head and then kneel down without losing control of the ball. The students loved this and had great fun chasing the ball to keep it in the air before carefully lowering it to the Tee formation.

Our leaders then explained and officiated a full game, with three teams on a court at once! From the tee position one member of the team has to shout 'Omnikin Team Blue' and then hit the ball off the tee up into the air away from the blue team members. The blue team then chase the ball to try and keep it in the air, if they manage this, it's their turn to choose a team to hit towards off their own tee. The game continues until the ball is dropped, which results in points for both of the opposing teams on the court.

All 8 schools were fabulously behaved, engaged and working hard which was inspiring to see! There is also a high chance that we will have many more Kinball tournaments going forward, as soon as our local schools begin purchasing their own set of Kinballs!

Well done to all of our young leaders for their hard work!
(Francisca, Veronica, Kornelia, Narin, Amelia, Chloe, Kimberley, Amika, Jaivon, Samir, Tamara and Sataish)



To provide an exceptional educational experience for all where potential is nurtured and responsible citizens created.

TVLP PHILOSOTHON

A wonderful evening of debating and discussion took place at St Joseph's School on Tuesday 28th January.

96 students and 17 staff across the TVLP network came together to discuss, theorise and explore new ideas. A huge thank you in particular to the staff at St Joseph's school to offered to host this event to keep it in the TVLP calendar.

The evening took the shape of mixed school groups of students coming together to discuss and debate set questions. There were 4 community of inquiries with a break in the middle.

Themes chosen were:

- The myth of King Midas
- The Genetically designed Child
- The question of God and the meaning of existence.
- The ethics of artificial companionship.

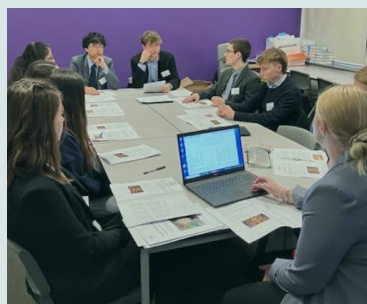
All 8 groups had amazing discussions, enabling each other to express their thoughts and compare theories.

The break for tea this year was an opportunity for the Charity Hopefull (which is TVLP's chosen charity) to supply pizzas. Hopefull give hope to war-torn and disaster-struck communities by serving up a pizza to communities in war torn countries. They are currently working in the Ukraine and the idea was to replicate their operation so the students could experience how it might feel, to be in those circumstances. Nick Higham from the charity showed a video about these experiences and talked to students about the Charity's work. The whole operation took place outside of the schools with 4 pizza ovens, lots of music and plenty of eating. The team served up 100 oven cooked pizzas in 1 hour. A perfect break for a Philosothon!

Prizes were awarded for the school with the highest average points. Congratulations to the students at St Marys School Ascot who won the cup.

A prize was also awarded to the highest scoring student from each school and for Beechwood, this was **Hind Ahmed**. Congratulations Hind!

Congratulations to all the winners and a big thank you to St Josephs for hosting us this year.



Celebrating our Students

CONGRATULATIONS to **Lexi Stratton**, who is the first Beechwood Engagement Project FULLY QUALIFIED, Level 1 Artistic Gymnastics Coach.

This is an incredible achievement and Lexie has done brilliantly to succeed with this difficult course.



SLOUGH FOODBANK
HELPING LOCAL
PEOPLE IN CRISIS



We are continuing to collect for the Slough foodbank. If you're able to donate, please drop your items into the ALC.

Thankyou for your support

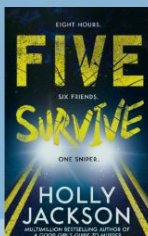
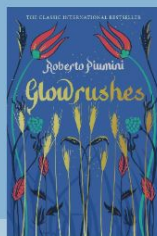
What's on in the ALC?

	Monday	Tuesday	Wednesday	Thursday	Friday
Before school	Breakfast club 7:30-8:20am	Breakfast club 7:30-8:20am	Breakfast club 7:30-8:20am	Breakfast club 7:30-8:20am	Breakfast club 7:30-8:20am
Break	Craft club/Games	Craft club/Games	Craft club/Games	Craft club/Games	Craft club/Games
Lunch	Craft Club	Board games	Board games/Lego	Craft club	Craft club/ Mindful coloring
After school	Homework support club 3:10-3:30pm	Homework support club 3:10-3:30pm	Homework support club 3:10-3:30pm	Homework support club 3:10-3:30pm	Homework support club 3:10-3:30pm



RECOMMENDED READS

Check this out..



Revision for Year 11



To provide an exceptional educational experience for all where potential is nurtured and responsible citizens created.

Price Waterhouse Cooper (PwC) **Helping to develop confidence and key employability skills**

Written by Sana Raja Mazhar - A Level Business Studies - Year 12

I, along with other learners, recently had the privilege of attending an Insight Day at PwC, focusing on Females in Finance, organised by the Department of Business Studies, and it was an absolutely amazing experience! The event was incredibly well-organised and provided a unique opportunity to network with other students who share similar interests and aspirations.

What stood out to me the most was how perceptive and engaging the sessions were. The team at PwC shared invaluable information about apprenticeships and career paths, which helped me gain a much clearer understanding of the options available to me beyond school. It was inspiring to learn directly from professionals and hear their stories and advice.

The whole experience felt like a perfect blend of learning and personal development, and it gave me the motivation and confidence to explore new opportunities. I'm truly grateful to PwC for creating such a supportive and educational environment, and the school for providing us with such opportunities to support our academic learning and career progression.

Overall, the Insight Day at PwC was an unforgettable experience that taught me so much more than I could ever learn in a classroom. It's not every day that you get such a comprehensive and inspiring introduction to the world of work. I left feeling motivated, better informed about my options, and excited about the future. I'm so grateful to PwC for organising such an incredible program, and I would highly recommend it to any student who wants to learn, grow, and explore the possibilities of their career.



sloughmuseum



BRITWELL STORIES

An exhibition celebrating 70 years of life on the Britwell Estate
at
Slough Museum, 72 Buckingham Avenue, Slough, SL1 4PN

Exhibition open every Friday

CELEBRATING OUTSTANDING ACHIEVEMENT IN KEY STAGE 3

CELEBRATING KEY STAGE 3 ACHIEVEMENT AND CORE VALUES: A Night of Recognition

On January 30th, our school community came together to celebrate and recognise the outstanding achievements of our students in all subject areas, as well as honour those who embody our core values of Respect, Excellence, and Kindness. This annual event was a beautiful reminder of the hard work, dedication, and values that guide our students every day.

The evening was made even more special by the presence of two distinguished guests: Rebecca Wilde, Olympic Bronze Medallist, and Julie Siddiqi, a respected community leader. Rebecca, who made history as part of the Women's Double Sculls team at the Paris 2024 Olympics, was invited to present the subject awards. Her journey and success in one of the world's most challenging sports were a powerful example of determination and excellence. Her words inspired the students and made the evening even more meaningful as they saw first-hand what it takes to achieve greatness.

Julie Siddiqi, known for her work in promoting positive values in the community, took on the important task of presenting the awards for Respect, Excellence, and Kindness. These values are at the heart of everything we strive to cultivate within our school, and Julie's presentation emphasised how each of these qualities plays a crucial role in creating a supportive, respectful, and thriving environment for learning.

In addition to the awards, the evening featured some truly inspiring moments. Roxanne Toadzera from Year 9, and a member of Beechwood's Global Literature Exploration Club, read an outstanding piece of her own work, captivating the audience with her talent and creativity.

Our Sixth Form President, Hind Ahmed, also addressed the group, delivering an inspiring speech that reflected on the values and accomplishments of the school community. Her words of encouragement and pride in the school's ethos resonated deeply with everyone present, reminding us all of the strength and unity that define our school spirit.

The evening also saw a proud representation of Key Stage 3 sports from Musa Majid. His passion and enthusiasm for sports was evident, and his contribution added an energetic aspect to the celebration, highlighting the importance of physical activity and teamwork in the school community. Our school choir also performed beautifully, singing 'Lean on Me'.

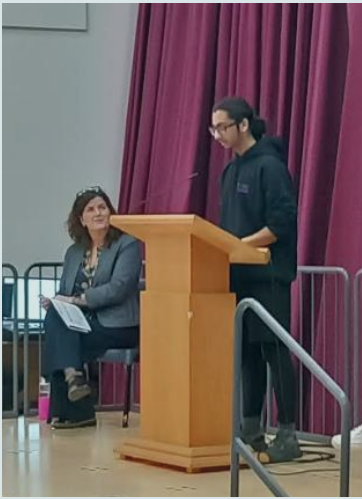
The evening was filled with excitement as we celebrated the remarkable accomplishments of our students in a variety of subjects, ranging from the arts and sciences to sports and humanities. However, the evening was not just about academic success. It was equally important to recognise the students who live out the values of Respect, Excellence, and Kindness every day, both inside and outside the classroom.

A special congratulations goes to every student who received an award on the night. Each recipient's hard work and commitment to their studies, as well as their personal growth, deserves to be celebrated. Among the many well-deserved recognitions, one award stood out: the Headteacher's Award for Excellence. This year, the award was presented to Julia Baisan, who not only excelled in her subjects but also demonstrated a level of dedication and passion that embodies the very essence of excellence in all aspects of life. Julia's achievement is a testament to the power of perseverance, hard work, and the pursuit of personal excellence.

The evening was a true reflection of our school's commitment to fostering a supportive environment where all students can thrive. It was a reminder that academic success is only one part of the journey, and that living by our core values of Respect, Excellence, and Kindness will serve our students for years to come.

We extend our heartfelt congratulations to all of the award recipients, and we look forward to another year of growth, achievement, and kindness in our school community.

Just a few photographs from our KS3 Awards Evening...



This Year's KS3 Awards went to:

English Award: Lacey-Marie Allen / Abdullah Ali / Julia Baisn.

Mathematics Award: Leon Hewit / Zain Hunter / Boody Atteya.

Science Award: Kalaya Lewendon / Awais Tahir / Manjot Kaur.

PE Award: Julia Janus / Finley Merryweather / Ruby White.

Special Sports Achievement – Ice Hockey: Monel Johnson.

Philosophy & Ethics Award: Nicolía Tarkowski / Shanae Matheson / Daisy Clarke-Evans.

History Award: Lyra Simmonds Copete / Shazain Sajed / Elion Koleci.

Geography Award: Nicole Regula / Daisy Mae Larkin / Elma Krasniqi.

Food & Nutrition Award: Harman Singh / Ayesha Imran / Manjot Kaur.

Design Technology Award: Rihana Delibeqa / Nicola Rusin / Tiago Miguel Surrador.

Computer Science & ICT: Ollie Rudd / Cameron Scaife / Zafran Abbas.

Music Award: Melch Malthus-Uhee / Lacey Dowding / Mehak Singh.

Drama Award: Nia-Marie Charles Anderson / Luke Robinson / Riley Cooper.

Art Award: Yousaf Yaqoob / Reeny Lloyd-Judson / Offeibea Adu-Offe.

Modern Foreign Languages Award: Kiswah Yazdani / Shayaan Hussain / Julia Baisan.

Kindness Award: Sali Al Swedani and Archie Jones.
Mardin Armandzadeh and Jessical Breetz.
Zuzanna Baldyga and Mia Browne.

Respect Award: Melch Malthus-Uhee and Edward Baisan.
Bartlomeij Kubiz, Zain Hunter and Riley Sears.
Tiago Miguel Surrador and Amelia Stanbridge.

Excellence Award: Kalaya Lewendon and Roseanne Ryder.
Kendal Kisbee and Marcus Smith. Julia Baisan and
Rehan Hussain.

Headteacher's Award for 2024 – 2025: Julia Baisan

(Opposite - Julia holding her well deserved trophy)



Supporting our students

EDUCATING AGAINST KNIFE CRIME

Beechwood students have recently attended special assemblies, warning them about knife crime and educating them about the dangers and how to stay safe.

The Thames Valley Police (TVP) in Slough has conducted knife arch operations at schools and parks to reduce knife crime.

How knife arch operations work

- TVP officers have conducted knife arch operations at schools and parks to reduce knife crime.
- The operations involve officers checking local parks and alleys for hidden weapons.
- The operations also involve working with schools to educate students about the dangers of knife crime.

Knife crime is any crime that involves a knife or sharp object. This includes carrying a knife, owning a banned knife, trying to buy a knife if you are under 18, and/or threatening, injuring or fatally wounding someone with a knife.

The Knife Angel is a 27ft tall sculpture made from around 100,000 bladed weapons. It was created by artist Alfie Bradley and the British Ironworks Centre. The sculpture is also known as the National Monument Against Violence and Aggression. It was created as a national monument and memorial to those who lost their lives.



TVLP CREATIVE WRITING WORKSHOP DAY – 22nd JANUARY AUTHOR SUE WALLMAN.



Year 7 students took part in a creative writing workshop organised by the Thames Valley Learning Partnership (TVLP), and led by author Sue Wallman. The workshop provided valuable guidance on the art of storytelling, with a particular focus on key narrative elements such as setting

MONEY RAISED FOR SAVE THE CHILDREN

Thankyou to everyone who supported our Non-Uniform Christmas Jumper Day at the end of last term.

You helped us raise an incredible **£237.46** for Save The Children.

10 Top Tips for Parents and Educators

SUPPORTING CHILDREN TO DEVELOP EMOTIONAL LITERACY

Emotional literacy refers to the ability to recognise, understand and express our feelings effectively. It plays a crucial role in strengthening a child's wellbeing by enhancing their relationships and resilience. However, emotional literacy is not necessarily an innate talent, and its development may present challenges. This guide gives parents and educators practical tips on supporting children to cultivate this essential skill.

1 NAME THE EMOTION

Encourage children to identify and name their emotions. This helps them understand what they're feeling and why. Use simple language and relatable examples to make it easier for them to share their emotions. This builds a foundation for emotional understanding and open communication.

2 MODEL EMOTIONAL EXPRESSION

Demonstrate healthy emotional expression by sharing your feelings visibly. When children see adults properly displaying how they're doing and what they're thinking, they learn to do the same. Discuss how you handle emotions in different circumstances, providing a real-life framework for young ones to follow.

3 MINDFULNESS ACTIVITIES

Teach children mindfulness practices to help them stay present and manage their emotions during more challenging moments. Activities like deep breathing, meditation or yoga can reduce stress and enhance emotional regulation. Regular practice can improve focus and emotional stability, which can significantly help children both as they're growing up and throughout their adult life.

4 USE STORYTELLING

Incorporate storytelling to help children understand emotions. Stories can offer relevant scenarios illustrating how the characters experience and manage their feelings. Discuss the emotions depicted in stories and ask children how they might feel in similar situations.

5 PRACTISE EMPATHY

Teach children to consider others' views and emotions – and to explore why they might think or feel this way. Role-playing and discussing various scenarios can enhance their ability to empathise. Understanding others' emotions helps children to develop compassion and improves their social interactions.

6 ENCOURAGE JOURNALING

Suggest keeping a journal to write notes of thoughts and emotions, as writing can provide an outlet for self-reflection and emotional processing. Encourage children to write about their daily experiences and feelings, helping them gain insight into their emotional world. Do this alongside them, so they can see and experience how to do it effectively.

7 TEACH PROBLEM-SOLVING

Do what you can to help children develop problem-solving skills to assist in managing emotional challenges. Discuss potential solutions to emotional conflicts and encourage them to think critically about what they (and others) can do to process their feelings in a healthy way. This empowers children to handle emotions positively and build resilience.

8 CREATE A SAFE SPACE

Establish an environment where children feel safe to display their emotions without judgement. Encourage open exchanges and reassure them that all feelings are valid. This supportive atmosphere promotes trust and encourages children to express themselves with confidence.

9 USE VISUAL AIDS

Take advantage of visual aids like emotion charts or mood meters to help children identify and express their feelings. Use these tools regularly in your interactions. They provide a visual representation of emotions, making it easier for children to communicate their emotional state.

10 CELEBRATE EMOTIONAL GROWTH

Acknowledge and celebrate progress in emotional literacy, and praise children for expressing their emotions and handling them effectively. Positive reinforcement is a useful tool that will encourage continued growth and reinforce the importance of emotional literacy – encouraging young people to maintain the good habits and healthy behaviours that you've taught them.

Meet Our Expert

Adam Gilbert is Associate Vice-Principal for Personal Development at Farnborough Grammar School and works on a secondment one day a week for Minds Ahead, an organisation that supports schools in improving their mental health provision.



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What Parents & Educators Need to Know about

TIKTOK

13+

WHAT ARE THE RISKS?

Adults tend to associate online videos with YouTube – but among teens, TikTok is king. The app provides a stream of short clips tailored to users' interests, based on what they've already watched. Around half of British children use TikTok, and while much of the content is benign, Ofcom considers it the app where youngsters "were most likely to encounter a potential harm".

AGE-INAPPROPRIATE CONTENT

While TikTok's following feed only displays videos from familiar creators, for you is a selection based on a user's previously watched clips. Most of these videos will probably be inoffensive, but the app could potentially show something unsuitable. If children then engage with this content, more like it will follow. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the huge number of uploads means that a small amount inevitably slips through.

BODY IMAGE AND DANGEROUS CHALLENGES

According to Ofcom, most online harms for teens are body image related for girls (promoting unhealthy eating, body shaming and so on) and dangerous challenges for boys. Both are prevalent on TikTok. One extreme example of the latter was the 'blackout' trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. This led to two families filing lawsuits against TikTok over the tragic deaths of their children.

IN-APP SPENDING

TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase gifts for content creators. Coin bundles range from £0.99 to an eye-watering £88, while that may not sound excessive, the app will generate £7.5 billion in user spending in 2023. TikTok's policy is that under-18s can't make in-app purchases, but it's possible to bypass this with a fake birth date.

CONTACT WITH STRANGERS

With more than 1.5 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by over-18s (or young people using a false date of birth) are set to public by default. The means that not only is someone's profile visible to everyone else on the app, it also suggests their videos to others and enables anyone to download or comment on them.

MISINFORMATION AND RADICALISATION

Although the short videos on TikTok tend to be more lighthearted than the longer ones on YouTube, clips can still influence impressionable minds in a negative way. Not only is there plenty of dangerous misinformation on TikTok, but Ofcom reports that nearly a third of 12 to 16-year-olds use TikTok as a news source – so you should be wary of misogynistic, racist or conspiracy-themed material spreading how they see the world.

ADDICTIVE DESIGN

With its constant stream of eye-catching videos, TikTok can be addictive to young users. In 2024, UK children spent an average of 107 minutes per day on the app, that's twice as much as in 2020. Excessive use can interfere with young people's sleep patterns – often leading to irritability – and distract them from other, healthier activities. The inherently addictive nature of bite-size videos may also impact children's ability to maintain focus.

Advice for Parents & Educators

ENABLE FAMILY PAIRING

Family pairing allows parents to link their TikTok account to their child's, and control settings remotely. Parents can then turn on Restricted Mode (reducing the chances of a child seeing inappropriate content), set screen-time limits, make accounts private and manage whether their child can send messages – and if they can, to whom. Children can't alter these settings without parental approval.

DISCUSS THE DANGERS

If a child wants to use TikTok and you're happy for them to do so, it's good practice to discuss the potential risks. Ensure that they don't share any identifying personal information, and that they know to tell a trusted adult if they're worried by interactions on the app. With more teens using TikTok for news, it's also worth talking about misinformation and propaganda, and how to identify it.

BLOCK IN-APP SPENDING

If a child is using an iPhone or Android device to access TikTok, you can alter their settings to prevent them from making in-app purchases. We'd recommend enabling this feature, as it can be quite easy for a young person to spend a significant amount of real money buying TikTok coins to unlock more features of the app – sometimes without even realising.

READ THE SIGNS

If you're concerned that a child is spending too much time on TikTok, or that they've been emotionally affected by something they've seen, it's important to know how to spot the signs. Increased irritability, a lack of concentration or potential flags, as is failing to complete homework or skipping meals. Remember, the potential warnings are there for a reason, and it's never too late to introduce limits.

Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tam's Guide, The Evening Standard and The New Statesman.



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