

PARENT BULLETIN



Headteacher's Message

Dear all,

It has been a really positive start to the school year. Students have started, or started back, ready to learn and up for the academic challenges ahead. Thank you to all parents and carers for supporting this. It is you that really makes the difference.

The biggest thing that you can do today to support your child is to ensure you have the ClassCharts app downloaded and activated. If you need help with setting this up, please contact us through the enquiries line.

This means you will be able to see all of the achievement points and behaviour points and any detentions in the moment. It is also a way to contact us regarding any non-attendance.

On this subject, the other absolutely key things that you can do is ensure that your child is in school every day that they are able. Research shows clearly that GCSE and A Level results are directly impacted by attendance.

Our morning roll call has ensured students start the day in the right way and enter the school in an orderly manner. We still have a small number of students arriving after 8.40am. They are late and will be marked as such. This means they will have a detention after school that day. Please support us with this.

The digital detox also continues to be a success with students taking the time across the school to talk with each other now that they do not have phones to get lost in. Seeing this every day reminds me why we have made this change.

There are also a whole host of clubs at lunch and after school that students can access. These are free and open to all so please come along. All are signposted across the school.

I hope that you will enjoy reading a bit more about the school and what it is like "on the inside". Our aim is to provide a stimulating learning environment both within and outside of the classroom.

Kind Regards

Anita Spires - Headteacher

Key Dates

Autumn Term Dates 2024-25

Monday 4th November

All students return after half-term holiday

Tuesday 5th November

Bonfire Night themed menu in the school restaurant

Tuesday 12th November

Sixth Form Open Evening

Diwali themed menu in the school restaurant

Friday 15th November

Children in Need Fundraising

Wednesday 27th November

TVLP MFL Spelling Bee Competition Final

Tuesday 3rd December

Army Careers Day for Year 11

Wednesday 11th December

Wizard of Oz Evening Production

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
	<u>2 day</u> absence warning contact sent: attendance officer	Day 3 absence 'risk of PA' letter 1 sent: EWO	Day 4+ absence 'risk of PA' letter 2 sent: EWO
		Contacted by DDOS	Meeting with 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 Savage; Yr 11 - Miss Stephenson; Yr12 & 13 - Miss Milner

EWO = Education Welfare Officer – Ms Karen Stevens

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

MEET THE BEECHWOOD TEAM... We hope to introduce a member of our school community through each issue of our Parent Bulletin. This week, we introduce **Nora Afraouri**, one of our new Assistant Headteacher

It is a pleasure to introduce myself to Beechwood School's wider community.

I am honoured to be an Assistant Headteacher at Beechwood School. The school building is breath-taking!

The multicultural community of students, within our school, motivates me to provide quality first teaching to all students and to support my colleagues with their delivery of teaching and learning across the Beechwood curriculum.

The senior leadership team at Beechwood fully embodies the motto: "will it make the boat go faster?" This mantra metaphorically represents how providing a fantastic education for our students is at the heart of everything we do.

A wide range of external world class subject experts from across the country have visited our school and have shaped our high-quality teaching and learning, Beechwood Six approach for lessons. Our staff are dedicated. I truly appreciate the Well-being staff group as I recently attended their Quiz Night! It was a great night for all staff involved.

I respect that our school has a high number of SEND students. I embrace this opportunity as high quality teaching and learning for our SEND students translates into a high-quality teaching and learning experience for all students. I am passionate about teaching and learning and literacy, so it comes as no surprise to find out that I am an Assistant Headteacher for Teaching and Learning.

I firmly believe that developing our students' literacy skills ensures that we will have a brighter future with tolerant, open-minded and intelligent communities protecting our British Values.

I have previously been Head of English for several years at another local school in Slough. I truly enjoy serving the Slough community.

Over to me personally: in my spare time, I love to read, write, draw and spend time on improving my fitness.

I'm a mother and as a parent I cherish the opportunity to support children develop into well-informed, respectable and caring members of society. In a world where you can be anything, be kind.



RESPECT • EXCELLENCE • KINDNESS

ELECTRIC SCOOTERS



There has been a steady rise in the number of young people using electric scooters (Personal Light Electric Vehicles - PLEVs) and electric skateboards. Currently the law states that you cannot ride PLVEs on UK public roads or pavements, if you do you will be committing an offence.

Please see the news article <https://www.bbc.co.uk/news/uk-48106617>

With immediate effect, no student is to ride or bring a PLEV or electric skateboard to school. If they are brought onto the school site they will be confiscated and a parent or carer will need to come and collect it from Beechwood School.

Thank you for your support.

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.*

SAFEGUARDING OUR STUDENTS AND STAFF

Safeguarding our students and staff is at the centre of everything we do at Beechwood.

We want to share vital information with you, to help you ensure your child(ren) are safe.

If you have any concerns about your child, please don't hesitate to contact Mr Mike Gaffin, our Designated Safeguarding Lead, or any member of his Safeguarding Team.



Miss Anita Spires
Headteacher



Mr Mike Gaffin
Assistant Headteacher
Designated Safeguarding
Lead (DSL)



Ms Stephanie Curl
Deputy Designated
Safeguarding Lead (DDSL)



Ms Alison McEvoy
Associate Senior Leader
Deputy Designated
Safeguarding Lead (DDSL)



Miss Melita Milner
Deputy Designated
Safeguarding Lead (DDSL)



Mrs Angeline Healy
Deputy Designated
Safeguarding Lead (DDSL)

ALL STAFF ARE HERE TO HELP YOU FEEL SAFE AND SUPPORTED

If you feel unsafe, or have any concerns about another person's safety or welfare, you can speak to any member of staff including anyone on our Safeguarding Team.

You can also reach our Safeguarding Team by emailing your concerns to:

childprotectionconcerns@beechwood.slough.sch.uk



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

YEAR 12 SOCIOLOGY TRIP TO ETON COLLEGE

On the 16th October, our Year 12 Sociology students, had the opportunity to visit Eton College to compare educational experiences of students from different social backgrounds. They had a great day and Rhianna Lee provided us with the following write-up.

Eton Boys College was a great trip. Everyone was friendly and the environment was very nice.

For starters, when we arrived, we were greeted and brought into the main grounds. They explained how in WW2 students were building forts, as well as defending the school. All those who died in honour of Eton back then, had their names engraved into the building.

We were then shown a classroom with history engraved into the wood of the desks, other rooms with sculptures and paintings. Lastly, we were shown the chapel, featuring the only stained-glass window that was not destroyed by the war, with a pigment of blue that has since been unable to be replicated.

Following this, as promised, we had the opportunity to play Eton Fives. The Eton exclusive game comprised of hitting a ball against a wall with a gloved hand to beat your opponent. Essentially it is quite similar to Squash. It was a great experience.

However the most interesting part of the trip was meeting the year 12 students of Eton. It was a friendly environment in which we discussed topics of the subjects we were taking as A Levels, hobbies outside of school and what we would pursue after we finished our respective sixth forms. It was a very informative trip overall and I enjoyed it very much.

Rhianna Lee Yr12



Supporting our local community

BEING THE CHANGE WE WANT TO SEE IN SLOUGH



At Beechwood we value the importance of community and want to ensure our students grow to be responsible citizens.

On Thursday, 17th October, some of our students joined a Community Impact Event, organised by the Britwell Community Forum, where we spend time litter picking in the local area.

The difference the children made in just that one morning was impressive – they should be very proud of their efforts and commitment to 'being the change we all want to see' in Slough.

ESSENTIAL FOOD BANK ITEMS

We have essential foods and toiletries available to families who may need a little support.

If you feel a food and toiletries parcel would help you, please get in touch with our main reception and they will liaise with our designated team to ensure you are able to collect your parcel.

Every request is dealt with sensitively and in confidence.

Please don't hesitate to get in touch – help is there for you.



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OUR FANTASTIC BOOKWORMS

Reading for Pleasure opens up new worlds for children. It gives them the opportunity to use their imagination to explore new ideas, visit new places and meet new characters.

At Beechwood we put a lot of value on the importance of reading.

Congratulations to Mia Browne, Roxanne Taodzera, Balraj Singh and Melch Matthus-Uhee for being our Top Readers this term and were all presented with a certificate for showing excellent effort and consistency for their reading for pleasure.



OUR AMAZING ALC isn't just a Library.

BREAKFAST CLUB – 07:30 - 08:30AM DAILY

This is free to all students. Everyone is welcome.

MORNING BREAK – Free Craft Club and Games every day

LUNCH TIME – Free Craft Club on Mondays, Thursdays and Friday. **Board Games** on Tuesdays and Wednesdays. **Mindful Colouring** on Fridays.

AFTER SCHOOL – Homework Support Club from 15:10 – 15:30 daily.

SLOUGH FOODBANK HELPING LOCAL PEOPLE IN CRISIS

We are continuing to support for the Slough Foodbank.

We welcome all donations. Please continue to drop your donations into the ALC.

Thank you



Beechwood

THANK YOU
LIBRARIANS



You are innovative and creative, have loads of new ideas, you come to the ALC with a smile on your face and a willingness to learn and help. It's great seeing you use your creativity and innovation. Thank you for helping in the ALC

Ms. Jonska

Supporting our students

BREAKFAST CLUB AT BEECHWOOD

At Beechwood, we believe that starting the day with breakfast is very beneficial to all students' well-being and helps with their concentration. Located in the ALC, we serve cereal and toast with jam and a selection of juices and the best part of it, it's free!

Our Breakfast Club is open to all students from 7.30 to 8.30 every day with last orders for toast at 8.15. We also welcome students who just want to come in to socialise and catch up with homework.

Mrs Ward, Mrs Younis and Mrs Varma, who run the Breakfast Club, are very passionate about supporting the students of Beechwood school.

Below are some of the comments students have written about the Breakfast Club:

"Breakfast Club is so much fun and I love coming".

"I love Breakfast Club because I get to eat breakfast and be with my friends".

"I go to the Breakfast Club because it is fun and the teachers are so lovely".

"Every morning the ALC, which is a warm and safe environment, is full of laughter, music and smiles. It's nice to see Mrs. Ward, Mrs Younis and Mrs Varma are very welcoming and helpful to the whole staff and pupils in the school brightening our day." Ms. Jonska ALC/EAL

"I always start off my day by visiting the breakfast club in the ALC to say good morning to everyone who is there and to have a little chat with the students and staff before our day begins. Breakfast is a great way of meeting new people and is just a positive start to the day". - Mr Umar Nasib - Cover Supervisor / Director of Studies for Year 11

"I like going to the breakfast club as it is free and Mrs Ward are always fun to be with"

"Breakfast club is not just a club where you can get free breakfast, you can also chill with friends and with access to the computers, you can complete some homework. From the friendly nature of the staff to the delicious toast and drink. Breakfast club is a wonderful place to be".



Supporting our students

CAREERS SUPPORT AT BEECHWOOD

Mrs Petya Ilkova, our Director of Careers at Beechwood, ensured our Key Stage 4 and 5 students had the opportunity to research potential careers, during a sensational Careers Fair on the 22nd October. Parents were also invited to come in and see for themselves the sort of opportunities and pathways available to their child in the area.

There were over 24 organisations from industry, further education and universities in attendance, including NHS, Aerospace, University of Herts, Royal Holloway University, the RAF, Army and TVP.

Thank you, not only goes to all the staff who helped make this such a success, but also some of our amazing students, who supported at the event. Thank you to:

Veronica Somide, Francisca Somide, Narin Armandzadeh, Nabiha Prova, Beloslava Marinova, Fathima Imra Salman Fazil, George Hill, Nasra Kalaf, Wahida Saleh and Sahil Hussain



Supporting our students – *Careers Fair*



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

On the 8th October , a group of our Year 12 students took part in the 6 different workshops run by 20 experienced members of Rickitt company . Students learned about CV writing, sales, how to use LinkedIn, introduction to legal fields , different STEM careers and mock interviews.

It was an amazing day and our students thoroughly enjoyed it!

6x Different Workshops Run By 20 Experienced Team Members



CV

- CV writing
- Share different formats



Sales

- Introduction to Sales
- Career options



LinkedIn

- How to use?
- Importance of Networking



Legal

- Introduction to legal field
- Different career options



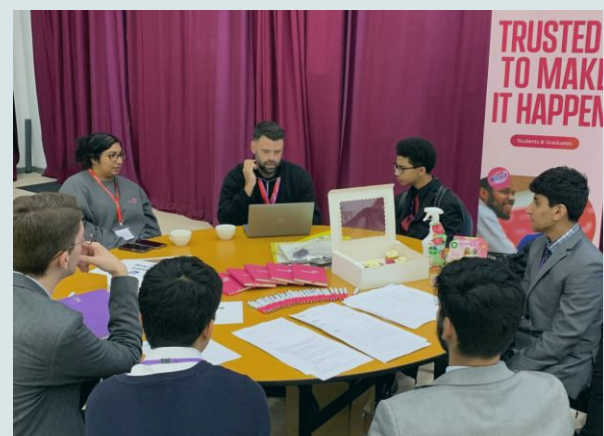
STEM

- Importance of Women in STEM (Science, Technology, Engineer & Mathematics)



Interview

- Mock interview sessions
- Interview tips & tricks



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THE MASKED LINGUIST

As part of our celebrations for the European Day of Languages, we ran an exciting event called **The Masked Linguist**

A number of staff members recorded a short video of themselves speaking in another language, whilst hiding their face. The videos were shown during language lessons to students and they then guessed who the staff members behind the mask were.?

We found this to be a fun and engaging way to celebrate language and it encouraged our students to get involved. It was also an opportunity to celebrate the diverse languages spoken at Beechwood School and for our staff to show off their language skills!

MODERN FOREIGN LANGUAGES TREASURE HUNT WINNERS ...

Earlier this month, the Modern Foreign Languages department hosted a treasure hunt for students, in celebration of the European Day of Languages. The challenge involved finding tickets hidden in books selected by Diana Jonska in the ALC. Students were provided with a list of books translated into French or Spanish, and each ticket they discovered earned them an entry into the raffle draw.

Congratulations to the following students, who all received a £10 Amazon Voucher:

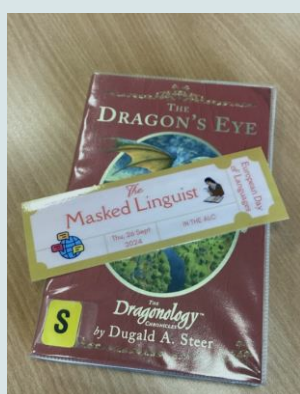
Year 7 – Poppy Saunders

Year 8 – Fathima Izma

Year 9 – Emil Suszynski

Felicidades

Félicitations



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

STUDENT RESTAURANT

Is your child enjoying the food on offer at Beechwood School?

We have food available daily, that caters for a variety of dietary requirements and lifestyle choices.

From Halal, to vegetarian, gluten free and vegan friendly options, there is something for everyone. Here's a sample menu. Our menus rotate on a three-week basis and we also offer additional celebratory 'special' menus. This term, we've enjoyed a British Food day, Black History menu and Halloween Special. Next term we already have a Bonfire Night special menu, as well as a Diwali celebration menu to look forward to.

Opposite, is just a tiny 1 day snapshot of a day's menu.

For more information on what's on offer, please visit our website:

<https://www.beechwood.slough.sch.uk/parents-and-pupils/school-meals/>

THURSDAY
Meal Deal Goan Vegetable Curry with Rice & Sides Inc choice of Dessert V
Meal Deal Lamb Keema with Rice & Sides Inc choice of Dessert
WRAPTASTIC Cajun Sweet Potato with Potatoes V
Sticky Toffee Loaf Cookie or Cake of the day Piece of Fruit



**YOUTH
WITHOUT
LIMITS**

Every year, DofE inspires hundreds of thousands of young people, from all walks of life, to explore who they are, grow in confidence and develop the skills they need to successfully navigate life.



At Beechwood, we have actively encouraged students to sign up and take part in the DofE, structured Bronze and Silver Awards and for the first time, we are now offering the Gold Award to our Sixth Formers.

Children in Year 9 can sign up to the Bronze Award. They can then progress to the Silver Award in Year 10 and when in Sixth Form, the Gold Award.

Information about this year's expeditions has already gone out to students. If your child would like to get involved, or if you have any questions regarding what's required on any level of the DofE Award, please contact Mr Umar Nasib, our DofE Champion.

Age 7-13 Years old

**NEW
UXBRIDGE YOUTH CHOIR**

**Conductor
Tim
Armstrong
-Taylor**



**No need
for singing
experience.
No
auditions!**

**First Free
session.**

Join us any Wednesday

Rehearsals 4.30pm to 5.30pm

St Margaret's Church, Uxbridge

**£300 Per year for 33
rehearsals and 3 concerts
(in the local community
and other opportunities)
It comes to less than £10
per session!**

**For extra information or
reserve your place, please email
Ariane at
Uxbridgeyouthchoir@gmail.com
or call
07887790167**

What Parents & Educators Need to Know about HORROR FILMS & AGE RATINGS

The 'on-demand' availability of streaming platforms in many homes creates extra possibilities for young viewers to be exposed to age-inappropriate content. Material which features horror or violence can cause anxiety and nightmares for children, especially since it can be hard for young ones to grasp that what they're watching isn't real.

CLASSIFICATION BREAKDOWN

The British Board of Film Classification has the following age ratings:

U: Suitable for all ages

PG: For children aged 8 and above; this content shouldn't unsettle them

12A: Children under the age of 12 should not watch without an adult; this content potentially features bad language, nudity or sexual references

15: Suitable only for 15-year-olds and above

18: Exclusively for an adult audience, with potentially explicit themes of violence, nudity or sex

WHAT ARE THE RISKS?

STREAMING IS EVERYWHERE

Modern mobile devices make it very easy for children to watch streamed films without the need for a TV. The availability of inappropriate content has risen significantly on streaming platforms, almost all of which host 18-rated content. If not restricted by parental controls, this could be viewed by children who aren't quite ready for such adult themes, concepts and imagery.

FACT VS. FICTION

Many children have no trouble separating fact from fiction. However, with modern day technology making pretend violence and horror look ever more realistic, it's becoming harder for youngsters to tell the difference. For instance, consider remakes of older films, where dated special effects (making it easy to discern that something wasn't real) have been replaced by far more convincing monsters and gore.

PEER PRESSURE

Friends encouraging each other to watch the latest film featuring violence or horror can lead to children consuming content that they're not ready for. As 18+ content is available on many streaming platforms, youngsters can watch these together – potentially without their parents' or carers' knowledge.

CHILDREN SCARE DIFFERENTLY

It can be difficult to decide what content is appropriate for children. What's fine for one child could be extremely frightening for another. As many children admit to not sharing or discussing the content they watch with their parents, encouraging an open dialogue around the kind of media that young people consume can help avoid exposing them to any inappropriate content.

PSYCHOLOGICAL IMPACTS

Horror prides itself on its ability to startle or induce genuine fear in the viewer – so it's no surprise that this genre isn't usually intended for children. A natural side-effect of this is that 'jump scares' or a creepy, suspenseful atmosphere can have lasting effects on younger minds. The resulting anxiety can impact a child's sleeping patterns or eating habits.

Advice for Parents & Educators

WATCH THE FILM FIRST

If you're concerned that a film might be unsuitable for children (whether it's their first dive into the horror genre or a step up in age classification), then take a look for yourself. There's no better way to judge whether this content is something you'd deem appropriate for a child – and if a parent, for example, has actually seen the film (or at least a portion of it), they can construct a far more credible case if they decide it's inappropriate.

REMEMBER – IT'S NOT REAL

Emphasise to children that the content they're viewing is entirely fictional and has no chance of affecting them in real life. If a child is upset after watching a film, try to understand what exactly has unsettled them; this can help you approach the topic in a healthy and informative manner, to dispel any fears or anxieties they may have.

DISCUSS THE CONTENT OF FILMS

If a child has seen a film that you think may have exposed them to potentially uncomfortable themes and ideas, don't shy away from talking about it, and answer any questions they may have. This is especially important if they watched the film without an adult present. Ask them to summarise the story for you, as this will give you an understanding of what they've learned from watching it.

USE PARENTAL CONTROLS

Most streaming platforms have the option to put age ranges on children's accounts. This means that films and shows that are inappropriate for children won't be advertised while they're browsing and won't even appear if a child specifically searches for them. This can be changed any time at parents' discretion, but it's wise to protect these settings with a password, so a child can't alter anything on their own.

Meet Our Expert

John Insley is an assistant principal at a secondary school. He has been involved with e-safety in schools for over 10 years, writing policies and supporting various schools in developing their e-safety provision. John has introduced a range of strategies at multiple schools aimed at helping parents to better support their child in the ever-changing digital world.



The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/horror-films-and-age-ratings>

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 30.10.2024

10 Top Tips for Parents and Educators TEACHING CHILDREN FIRE SAFETY

Fire safety is especially important around Bonfire Night, as fireworks, bonfires and sparklers add extra risks for families and young children. Every year in the UK, thousands of accidents occur due to improper handling of fireworks and neglecting fire safety measures. This guide offers practical tips for keeping children safe when handling everything from fireworks to space heaters.

1 BONFIRE NIGHT AWARENESS

Bonfire Night is exciting, but it comes with several inherent risks. Educate children about the dangers of fireworks and open flames. Teach them that only adults should handle fireworks and that bonfires should never be approached. Keep children at a safe distance (at least five metres away) from bonfires and explain why supervision is crucial during these events.

2 SUPERVISE FIREWORK USE

Fireworks should only be handled by responsible adults who are following UK laws and guidelines. Make sure to buy fireworks that meet British Standards and adhere to all instructions that come with them. Keep children at a suitable distance from any firework activity and designate an adult to supervise the event. Ensure no one goes near fireworks after they've been lit.

3 SPARKLER SAFETY

Sparklers are often captivating for little ones, but they can burn at extremely high temperatures – over 1,000 °C! Only allow children over the age of five to use sparklers, and make sure they wear gloves. Teach them to hold sparklers at arm's length and never wave them near others. Once a sparkler has burned out, extinguish it fully in a bucket of water – which you should prepare beforehand and always keep nearby.

4 ORGANISED DISPLAYS ARE SAFER

If possible, families should attend an organised fireworks display rather than holding one at home. These tend to be far safer as they're run by professionals adhering to strict safety regulations. Organised displays also provide a controlled environment where children can enjoy the event from a safe distance, reducing the risk of accidents.

5 KEEP FIREWORKS AWAY FROM THE HOME

If you are hosting your own fireworks display, set them off well away from homes, sheds or fences to avoid starting accidental fires. Choose a wide-open space with no flammable materials nearby and keep a means of putting out fires to hand in case of emergency – such as a bucket of water, a hose or a fire extinguisher. Afterwards, ensure that all fireworks are fully extinguished and never attempt to relight one if it doesn't go off.

6 BONFIRE SAFETY

If you're building a bonfire, place it well away from trees, buildings, fences or anything else flammable. Make sure it's structurally sound and not at risk of collapsing. Only burn natural materials like wood and leaves, avoiding petrol or other accelerants. Children should be kept far away from the bonfire, and it should always be supervised by adults. Be sure to fully extinguish the bonfire before you leave it.

7 "STOP, DROP AND ROLL"

Ensure that children know what to do if their clothing catches fire. Teach them the simple "stop, drop and roll" technique, which can quickly extinguish flames. Practice this with them before events like Bonfire Night, so they feel confident if the need to use it arises. It can also be helpful to keep another means of putting out these kinds of fires on standby, just in case. An extinguisher or flame-retardant blanket are both sound choices.

8 SECURE CANDLES AND OPEN FLAMES

Beyond Bonfire Night, everyday fire safety is also crucial. Candles can be a common fire hazard, especially in homes with young children. Teach children not to touch any open flames, and ensure candles are placed in sturdy holders away from combustible materials. Never leave candles, incense burners or other such items unattended, and always extinguish them fully before leaving a room or going to bed.

9 EDUCATE ABOUT FIREWORKS HAZARDS

Make sure children understand the dangers of playing with fire or fireworks, and how to handle such things responsibly. Emphasise that fireworks are not toys and can cause serious injuries when improperly used. Demonstrate the importance of treating fire with respect and the consequences of misuse, which can help temper any curiosity and any resultant dangerous behaviour.

10 FIRST AID FOR BURNS

Even if you have the best possible precautions in place, accidents can still happen. Keep a first aid kit on hand. Ensure you know how to apply basic first aid to burns, so you can teach children those techniques too. If someone suffers a burn, run it under cool water for 20–30 minutes. Never use creams or ointments, as these retain heat and can cause further damage. Instead, seek medical help if the burn is serious.

Meet Our Expert

James Whelan is an experienced health and safety expert who is a Chartered Member of the Institution of Occupational Safety and Health. He provides services to educational settings and many other industries, helping them to maintain a safe working environment.



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Source: See full reference list on guide page at: <https://nationalcollege.com/guides/fire-safety>

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10 Top Tips for Parents and Educators SUPPORTING YOUNG PEOPLE TO BUILD EMOTIONAL RESILIENCE

With increasing societal pressures, many children struggle with managing emotions, facing challenges and processing failure in a healthy way. This is why building emotional resilience in young people is vital for their mental health and personal success. This guide provides practical strategies for parents and educators to help children develop resilience and foster confidence, adaptability and a positive mindset.

1 ENCOURAGE OPEN COMMUNICATION

Regularly engaging children in open dialogue fosters trust and emotional expression. Encourage them to share their thoughts and feelings freely without judgment. Set aside time daily, perhaps during dinner, to ask open-ended questions such as, "What's made you happy today?". This encourages children to express themselves openly.

2 MODEL POSITIVE BEHAVIOUR

Children often learn how to manage emotions by observing adults. By modelling calm and positive responses to challenges, you can teach them valuable emotional management skills. If you've had a difficult day, verbalise how you're feeling and explain how you plan to handle it, such as "I'm a bit worked-up, so I'm going for a walk to clear my mind."

3 TEACH PROBLEM SOLVING SKILLS

Helping children break down challenges into manageable steps encourages a proactive mindset. Explain that every problem has a solution, even if it's not immediately obvious. For example, if a child is stuck on homework, support them in breaking the task into smaller steps, saying things like "let's focus on just this first question for now."

4 FOSTER A GROWTH MINDSET

Encourage young people to view mistakes as learning opportunities. A growth mindset helps them see setbacks as part of the process, rather than something to be upset about. After a child loses a game or performs poorly on a test, for example, ask them what they've learned from the experience. This reinforces the idea that effort – and even failure – leads to improvement.

5 PROMOTE SELF-CARE PRACTICES

Teaching children about self-care helps them understand the importance of balancing work with relaxation to maintain emotional wellbeing. Parents and carers could start a screen-free hour before bedtime where the family engages in relaxing activities like reading, setting an example to the child for how to unwind.

6 BUILD HEALTHY RELATIONSHIPS

Strong relationships with peers and adults provide a support system that enhances resilience. Encourage positive, respectful interactions to develop social skills. Playdates or group activities can be instrumental in teaching children how to resolve conflicts with friends by modelling and practicing calm communication.

7 SUPPORT EMOTIONAL AWARENESS

Helping children to identify and name their emotions allows them to manage those feelings more effectively. When a child's upset, encourage them to talk to you about what they're feeling in an empathetic and supportive manner, and ask them why they might be experiencing these emotions.

8 ENCOURAGE INDEPENDENCE

Giving children opportunities to make their own decisions boosts confidence and problem-solving skills. A good example of this would be letting children choose and pack their own lunches for school, guiding them with options but allowing them to assume responsibility for the task to help them take ownership.

9 DEVELOP COPING STRATEGIES

Teaching children techniques like mindfulness, deep breathing or journaling can help them to manage stress. Show them how to perform breathing exercises when they're feeling anxious, and practise this regularly. Reinforcing this behaviour in young people will make it easier for them to use these techniques of their own accord during stressful moments.

10 CELEBRATE SMALL WINS

Recognising effort, no matter how small, reinforces perseverance and encourages children to keep trying. After a child completes a difficult task, makes progress on a project or reaches another type of personal goal, praise their efforts. Emphasise the hard work they've put in and be sure to let them know how proud you are!

Meet Our Expert

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