

# Headteacher Newsletter Friday 1<sup>st</sup> March 2024

## Highlights of the week

This week Year 11 have been getting their mock results back and planning their revision over the final 9 weeks in the run up to their external exams. 'Now that' rewards events took place this week on Wednesday and Friday to celebrate the success of and acknowledge those students who regularly attend, meet our learning habits particularly around working hard, following learning modes and trying their best day in day out. Our new Year 7 cohort who will be joining us in September received notification of their school places today. Our first transition event for this cohort will be on Wednesday 17<sup>th</sup> April- members of our parent forum will also be there for new families to meet a friendly face.

Last half term a significant number of our students were involved in a peer listening exercise to capture student voice. As a direct result of student voice being heard this week sees the start four week trial of additional toilets on being opened at breaks and lunch times which should reduce the need to miss learning time. In the coming weeks we will also be looking at queuing systems within the canteen. We will be asking for the students for their views during and at the end of this trial period. The next few weeks also sees us listening to student voice about their learning experiences.

We love to hear about our students' successes beyond the school day so if you have any good news stories, successes (and of course any pictures!) that you want to share with us about your children's amazing talents please do not hesitate to contact us by emailing Danielle Clifford, Exec Assistant to the Headteacher on [DClifford01@beckfootoakbank.org](mailto:DClifford01@beckfootoakbank.org)

## Upcoming events/Diary dates

- Thursday 7<sup>th</sup> March                      World Book Day
- Thursday 14<sup>th</sup> March                  Y8 Parents evening 3.30pm -6.30pm
- Thursday 14<sup>th</sup> March                  Revision Support for Parents
- Friday 22<sup>nd</sup> March                      Ski Trip begins
- Monday 25<sup>th</sup> March                    Easter Holiday begins
- Wednesday 17<sup>th</sup> April                Open event for Y7 students joining us in September 2024

## Golden Tickets

Year to date		Last Week	
Year 7	5297	Year 7	343
Year 8	4883	Year 8	337
Year 9	5226	Year 9	281
Year 10	4629	Year 10	313
Year 11	3273	Year 11	273



## Positive achievement points for learning habit 3 – working hard, taking part and following our learning modes.

Year to date		Last Week	
Year 7	29630	Year 7	2286
Year 8	26209	Year 8	1633
Year 9	30724	Year 9	2091
Year 10	27757	Year 10	2026
Year 11	24388	Year 11	1662

## Attendance

	Friday	Monday	Tuesday	Wednesday	Thursday
Year 7	85.1	87.1	90.1	88.5	88.3
Year 8	86.1	87.9	89.9	86.4	87.5
Year 9	83.2	87.4	87.1	90.1	88
Year 10	83.5	83.2	87.8	84.6	81.5
Year 11	85.5	83.3	83.2	79.9	80.6
Year 12	97.6	95.4	94.6	97.8	98.5
Year 13	96.6	99.2	100	99.1	94.9

### Key

94+% (National Average 2019)*	
92-93.9%	
<92%	

From Monday 4<sup>th</sup> March until the end of term there is another Attendance Challenge, with some great family prizes up for grabs. We are also looking to reward all students who manage 100% up to the end of term. There are three weeks to build some positive attendance habits, or further strengthen the excellent habits already established!

## Our expectations

We regularly share our expectations with students so that they know how they can be successful in their learning and so that we can remove any barriers to this success. It is important for us all to understand that when in school students are expected to be in lessons learning unless it is break or lunchtime. Time out of lessons should not be the norm or the expectation and we know that as we have increased our expectations of what students learn and what they do in lessons some students are finding the increased challenge difficult at times. We know that being expected to know more, remember more and do more is hard and staff will support students with this in a variety of ways.

The majority of our students get it right day in day out and make positive choices – the small number who do not are given opportunities to make the right choice but are clear of the consequences if they do not meet our very simple learning habits. We have now moved to same day detentions for lateness to school and lessons and already we can see the impact on punctuality across the school. Thank you to our families for your continued support.

## Extra-curricular activities

Monday	Tuesday	Wednesday	Thursday	Friday
KS4 Fitness Suite FBR	Year 11 BTEC Sport Intervention JIC/DRI	All Years Girls Football DWH	Year 7 Boys Football CBE	Year 7/8/9 Boys Rugby JFL
	All years Boys & Girls Basketball CBE	KS3 Boys & Girls Dodgeball MFL	Year 8 Boys Football DAN	All years Girls Rugby JFL/DCH
	KS4 Boys Football Astro GBO	Year 9 Boys Football DRI	Year 7/8 Netball DCH	KS3 Fitness Suite JIC
	All Years Boys & Girls Table Tennis Club DAN		Year 9/10 Netball DWH	All Years Badminton TSH
			KS3 Dance/ Cheerleading CFL	

## Year Group News

### Y7 News

This week year 7 enjoyed a fantastic assembly for British Science Week delivered by Dr Kidd on this year's theme 'time'. Students explored relativity and how time is subjective, and how Albert Einstein himself didn't like school! All students are invited to take part in this year's Science week poster competition again about 'time' to win some fantastic prizes. Students should think about their own time – how do they spend it? At home, out playing in the park, arts and crafts, learning at school? What about 'time' in the world, and beyond? How do we measure time – seconds, days, seasons, centuries? What about time in space? Are there any scientists they know of whose work relates to time? What about time travel in films, TV and music?

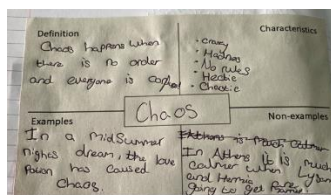
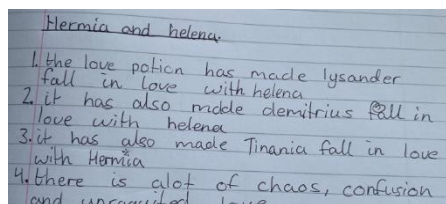
All posters should be handed in to Dr Kidd in S40 by the end of the day on Friday 22<sup>nd</sup> March, and the five best submissions will be entered into the national competition.



### Y8 News

This week has been super for our Year 8 students. Their resilience and determination in lessons have truly shone through, demonstrating their commitment to learning and growth.

In English lessons, they've delved into the enchanting world of Shakespeare's 'A Midsummer Night's Dream', with students eagerly engaging in discussions about the characters and themes of the play. It's been heartening to witness their enthusiasm for studying Shakespeare. Additionally, students have been honing their vocabulary skills using the Frayer model, effectively analysing and deciphering challenging words.



In Languages, our students have been exploring how to express their hobbies, with notable achievements such as Alfie's outstanding work showcased in his exercise book. It's been a week filled with learning, discovery, and impressive accomplishments, and we couldn't be prouder of our Year 8 cohort.

Congratulations to 8AA for winning the attendance breakfast!

**Reminders:**

- There is still time to pay your deposits for Activity Week.
- Year 8 Parents Evening Thursday 14<sup>th</sup> March

## **Y9 News**

A super week of learning for Year 9 and as always lots to celebrate! Well done to Millie D last weekend, a rising star in table tennis, her team came second in the National Junior League. A fantastic achievement Millie. And more sporting success for our amazing champion Yvie H, and a reminder to please vote for her as she is nominated in two categories for the Yorkshire Choice awards (the Kate Granger Award and the Inspirational individual award). And finally, congratulations to 9AL for winning the attendance prize this week.



## **Y10 News**

BTEC students in Year 10 have begun their PSAs this week (set assessments that count towards their final grades). It is another milestone on their journey through their GCSE years, and another step towards guaranteeing their eventual success. We reminded students that they should focus on controlling the controllables. Their teacher have prepared them well, and even if they suffer from an anxious moment, class teachers, tutors and the year team are here to support every step of the way. We believe in you Year 10!

## **Y11 News**

Attendance has been the big focus this week; we have discussed how attendance in these last 40 days is so important – it could mean the difference of a grade. In recognition of this will be incentivising attendance to school, we have a short half term, Students who attend for 24 out of the 25 of the days will receive a lunchtime reward on the last Friday. Big shout out to the 22 students who have an unblemished 100% attendance record so far this year...not missed a single day...wow, well done.

## **Post 16**

Applications for Post 16 are still open – if you have not applied and would still like, email [mdelgado01@beckfootoakbank.org](mailto:mdelgado01@beckfootoakbank.org)

If your child has applied to university, and has received all their offers then they have until the 6<sup>th</sup> June to make their Firm and Insurance offer – I have included some useful links to help you all out – remember that I have also sent you some information on student finance:

**UCAS | At the heart of connecting people to higher education**  
**Student finance: how to apply: How to apply - GOV.UK ([www.gov.uk](http://www.gov.uk))**

## **SPARX Reader and SPARX Maths.**

All students in years 7 to 11 have access to Sparx Maths and all students in Years 7, 8 and 9 have access to Sparx Reader. Students can access these programmes with the same login that they use for Teams and logging at school. You can log on here. [Beckfoot Oakbank School - Maths](#)

Sparx maths is now live so all students in Y7-11 have weekly online homework linked to the maths curriculum being followed. It's due in each Wednesday! Your child's tutor can help them if they do not know their login / password.

## **CEIAG – Careers Education, Information, Advice and Guidance.**

Future Ready Learners – then please do so by clicking the link below

**Beckfoot Oakbank School - Future Ready**

[futuregoals.co.uk/learn/our-region/](https://futuregoals.co.uk/learn/our-region/) - find out more about opportunities in West Yorkshire

[futuregoals.co.uk/learn/our-region/lmi-resources-regions/](https://futuregoals.co.uk/learn/our-region/lmi-resources-regions/) find out about Labour Market Information in West Yorkshire

**Use these links to navigate our pages easily.**

**Work Experience (booked by Students)**

**Discovery Workshops (reserved by Educators)**

**Upcoming Broadcasts**

**Host a Speaker at your school**

**VTalks Library**

**National Teen Book Club**

**Past Imperfect Podcasts**

Next week is National Careers Week – I have already sent out some useful links – please find some useful sites to help navigate your child through National Careers Week

**National Careers Week - parent/teacher guide  
(theparentsguideto.co.uk)**





## Feel confident talking with your teen about their choices for the future

If you're a parent of a teen aged between 14 and 19, we're here for you with everything you need to know about options after GCSE or sixth form AND what you can do at home to improve your teen's wellbeing and help them with their studies

[Sign up for our parent newsletter](#)

## Welcome - National Careers Week



## Countdown - NCW 2024 Virtual Careers Fair



# #NCW2024 VIRTUAL Careers Fair.

Headline Partner:



## Educake

In Science we are launching a new online homework platform for years 10 and 11 called Educake where students can answer online quizzes set by their science teachers. Educake is also a fantastic tool for revision as students can log on and test themselves on their science knowledge. All students should have received their login details in class as a sticker in their planners but if they have any problems logging on they should speak to their science teacher or Mr Hazelgreen. Log on at <http://www.educake.co.uk> or download the app.

### Some Useful links

#### Bradford Parenting Cygnet Service

This programme is designed for parents and carers of children and young people aged 5-18 with an autistic spectrum condition.

This is a core Cygnet programme which is delivered over six, two and a half - three-hour sessions which sequentially work towards behaviour management and covers a number of topics.

[Bradford Parenting Cygnet Service | Barnardo's \(barnardos.org.uk\)](#)

01274 513300

#### Child Autism UK

Child Autism UK helps children with autism achieve their potential. We provide services to enable children to overcome difficulties with communication, learning and life skills and give families the techniques and strategies to cope with autism through the use of Applied Behaviour Analysis (ABA).

[Support, advice and services for children with autism - Child Autism UK - releasing potential](#)

Help line: 01344 882248



#### **ADHD UK**

Providing emotional and informational support for people with ADHD and their carers via telephone, email, social media and support groups.

<https://adhduk.co.uk/>

#### **Creative Support – Bradford**

Providing person-centred services for people with a learning disability, autism and mental health needs.

#### **Creative Support**

#### **Janssen with me**

Advice on ADHD for teenagers and parents.

[Home | Janssen With Me UK](#)

#### **Contact Us**

Follow us on X **@BeckfootOakbank**

Contact us at **office@beckfootoakbank.org**

**For prospective families wanting specific transition information contact us on**  
**Transition24@beckfootoakbank.org**



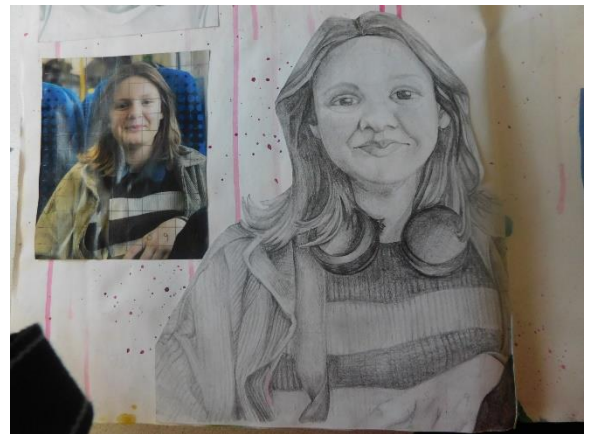
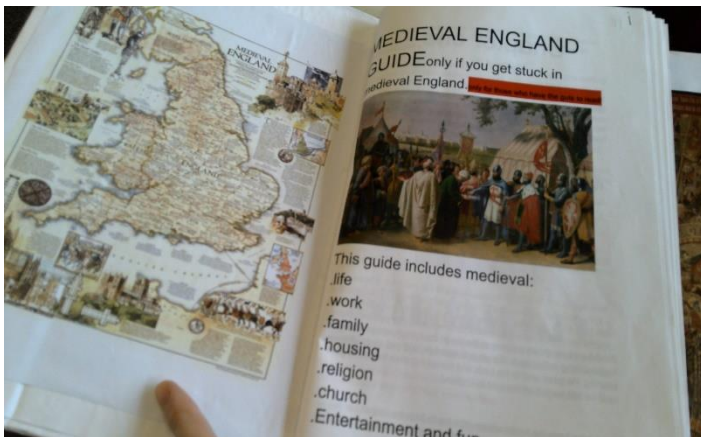
## Some of our work of the week



Lillie Y10  
Ibrahim Y7



Ellie Y10  
Amy Y11





At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.



Online Grooming is when someone befriends and builds an emotional relationship with a child and communicates with them through the Internet with the intent to commit a sexual offence. This type of victimisation can take place across any platform, from social media and messaging apps to online gaming and live streaming. Often it involves young people being tricked, forced or pressured into doing something they wouldn't normally do (coercion) and often the groomer's goal is to meet the victim in a controlled setting to sexually or physically abuse them. In some cases children may be abducted or have long-lasting psychological damage.



## What parents need to know about

# ONLINE GROOMING



### CHILDREN ARE MOST VULNERABLE

Unsurprisingly children are often most at risk as they are easy to target and unlikely to question the person who is engaging in conversation with them. Groomers will use psychological tricks and methods to try and isolate them from their families and friends and will often choose to target more vulnerable children who may be easier to manipulate. Predators will stalk apps and websites that are popular with young people and will use a 'scattergun' approach to find victims, contacting hundreds online to increase their chances of success.



### LIVE STREAMING CONCERNS

Predators may use live video to target children in real-time using tricks, dares or built-in gifts to manipulate them. Grooming often takes the form of a game where children receive 'likes' or even money for performing sexual acts. Social media channels, such as YouTube, Facebook, Instagram and Snapchat, all have live streaming capabilities, but there are many apps which children can use to live stream, including Omegle, Live.me, BIGO Live, YouTube and many more.



### ANYONE CAN BE A PREDATOR

The Internet has made the ability to interact with strangers online easy. Many sites and apps are reliant on individual users entering their own information when signing up. However individuals can remain anonymous if they choose to enter inaccurate information and many online predator cases are due to groomers using impersonation techniques. However, often the greater threat comes from adults who 'hide in plain sight', choosing to befriend young children without hiding their real identity.



### CAN BE DIFFICULT TO DETECT

Unfortunately, most children find the 'grooming' process (before any meeting) an enjoyable one as the predator will compliment, encourage, and flatter them to gain their trust, friendship and curiosity – a wolf in sheep's clothing scenario. This often means children fail to disclose or report what is happening. If the groomer is also previously known to the child, their family and their friends, then this can make detection even harder.



### FROM OPEN TO CLOSED MESSAGING

Online predators may contact their victims using any number of ways including social media, forums, chat rooms, gaming communities or live streaming apps. Sometimes there is little need to develop a 'friendship/rapport stage', as the victim has already shared personal information online and is communicating openly with others. Children may also be prepared to add other online users they don't know so well to gain 'online credibility' through increasing their friends list. Predators will often seize this opportunity to slowly build a relationship and then move their conversation with the child to a more secure and private area, such as through direct messaging.

### EMOTIONAL ATTACHMENTS

Online predators will use emotive language and aim to form close, trusted bonds with their victims through showering them with compliments and making them feel good about themselves. Often victims will refer to them as their 'boyfriends' or 'girlfriends' and it can be difficult to convince some young people that they have been groomed, often leading to lasting psychological effects.



**National  
Online  
Safety**

#WakeUpWednesday

## Safety Tips for Parents & Carers



### IT'S GOOD TO TALK

It's unlikely that you can stop your child using the internet, nor can you constantly monitor their online activities, but you can talk to your child on a regular basis about what they do online. By talking openly with them about online relationships, they can quickly ascertain the kind of behaviour which is appropriate or inappropriate. Ask them whether they have any online friends or if they play online games with people they haven't met. This could then open up conversations about the subject of grooming.



### CHECK PRIVACY SETTINGS

In order to give your child a safer online experience, it is important to check privacy settings or parental controls on the networks, devices, apps and websites they use. Disable location sharing if you can. If you use location-sharing apps to check where your child is, remember that these could always be used by strangers to follow your child without their knowledge. Ensure that you check options so that location information is never shared with anyone except those they have permission to share with.



### MONITOR SOCIAL MEDIA & LIVE-STREAMING USE

It's important to be aware of what your child is sharing on social media and with whom. Create your own profile and become 'friends' with them or follow them so that you can monitor their activity. Similarly always check on them if they are live streaming and implement privacy controls. Choose a generic screen name and profile picture that hides their identity. You may also feel more comfortable being present each time they live stream.



### STICK TO 'TRUE FRIENDS'

Make it clear to your child that they should not accept friend requests from people they don't know and to verify friend requests with people who they do know. Encourage them to only interact and engage with 'true friends' i.e. those friends who don't ask personal questions such as where they live, their name, etc. Remind them to never agree to chat privately with a stranger or someone they don't really know and to never divulge personal information, such as mobile phone numbers, addresses, passwords or the name of their school.



### DISCUSS HEALTHY RELATIONSHIPS

Talk to your child about what a healthy relationship looks like and how to detect someone who might not be who they claim to be. Explain that groomers will pay your child compliments and engage in conversations about personal information, such as hobbies and relationships. They may admire how well they play an online game or how they look in a photo. Groomers will also try and isolate a child from people close to them, such as parents and friends, in order to make their relationship feel special and unique.

### BE SUPPORTIVE

Show your child that you will support them and make sure they understand they can come to you with any concerns they may have. They need to know they can talk to you if someone does something they are uncomfortable with, whether that is inappropriate comments, images, requests or sexual comments.



## Meet our expert

Jonathan Taylor is an online safety expert and former Covert Internet Investigator for the Metropolitan Police. He is a specialist in online grooming and exploitation and has worked extensively with both UK and international schools in delivering training and guidance around the latest online dangers, social media apps and platforms.



### LOOK OUT FOR WARNING SIGNS

Child safety experts have identified key grooming patterns and advise parents to look out for:

- Secretive online behaviour.
- Late night internet or smartphone usage.
- Meeting new friends in unusual places.
- Becoming clingy, develop sleeping or eating problems or even bedwetting.
- Lack of interest in extra-curricular activities.
- Having new items, such as clothes or phones, unexplainably.
- Seem withdrawn, anxious, depressed or aggressive.
- Having older boyfriends or girlfriends.



## Our Beckfoot Trust mission:

*Creating remarkable schools where no child is left behind.*

## Our Beckfoot Oakbank School sentence:

*"Beckfoot Oakbank School ensured that every child succeeded in education, had a great career and enjoyed life".*

## Our Oakbank values:

**Enjoy:** We **enjoy** belonging to Beckfoot Oakbank

**Learn:** We are all here to **learn**

**Succeed:** We are determined to **succeed**

## Our Oakbank learning habits:

### **The Oakbank Way: Our Learning Habits**

**Learning Habit 1. Positive response:** *Opening doors, tidying up, using good manners; 'please' and 'thank you'.*

**Learning Habit 2. Perfect uniform**

**Learning Habit 3. On task behaviour:** *Working hard, taking part, following Learning Modes*

**Learning Habit 4. Punctual to school and lessons:** *Arrive to school before 08:20, arrive to lesson before the bell.*

**Learning Habit 5. Equipped for success:** *bag, pen, pencil, ruler, planner, mobile phones not seen or heard.*