

Headteacher Newsletter Friday 12th April 2024

Highlights of the week

Welcome to the summer term! Despite the slightly unexpected start to the week it has been great to welcome students back. I have loved hearing about the ski trip – pictures later in the bulletin – one of my favourite quotes was “*well I’m definitely staying on in sixth form so I can go on the next one!*”. We have a group of Year 10 students who have been on an outwards bound residential all week so am looking forward to hearing about that when they return later today. We had a significant number of Year 11 students take up the additional study opportunities on offer in the Easter break as they hit the final few weeks before exams start.

My assemblies this week have welcomed the community back ,revisited our values of enjoy, learn , succeed and our learning habits which are shared again below, the importance of demonstrating positive responses in all that we do , how we speak, how we move around the building and how we support one another and include everybody this links to our learning habits I have been impressed with student responses. Kindness is a gift we can all afford to give.

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

Upcoming events/Diary dates

- Tue 16th April 6.30pm-7.30pm New Year 7 parents introductory meeting – an early chance to meet the team
- Tue 16th April Parent Forum – will be supporting the event above
- Mon 6th May Bank Holiday
- Mon 13th May Year 11 Exams start

Golden Tickets – for great learning

Year to date	
Year 7	6633
Year 8	5966
Year 9	6501
Year 10	5552
Year 11	4110

Last Week	
Year 7	151
Year 8	112
Year 9	171
Year 10	94
Year 11	83



Positive achievement points for on task behaviour

Year to date	
Year 7	37221
Year 8	31542
Year 9	37744
Year 10	33528
Year 11	29617

Last Week	
Year 7	938
Year 8	549
Year 9	621
Year 10	537
Year 11	518

Personal Development and Tutor Lesson

This week we have been focussing on our core values of enjoy learn succeed – how we demonstrate these values in all that we do and how we can follow our five simple learning habits.

Attendance

	Friday	Monday*	Tuesday	Wednesday**	Thursday**
Year 7	84.9		91	74.3	73.4
Year 8	82.6		90.4	67.4	72.9
Year 9	85.5		89.7	67.5	73.2
Year 10	75.9	81.7	85.7	57.5	64.1
Year 11	77.1	82.3	83.3	64.5	67.9
Year 12	95.4		96.1	70.1	69.2
Year 13	94.1	90.3	92	67.9	72

*Partial school closure.

**Eid

Key

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

Welcome back after Easter to all students, and Eid Mubarak to all our students and their families celebrating Eid this week.

Reporting attendance is extremely important as this allows us to safeguard our pupils. If your child is absent please ensure you report this using the correct channels. To make things easier for our parents we have developed a direct email address for our families to use, all absences can be reported via attendance@beckfootoakbank.org

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 can see the impact on punctuality across the school.

Our uniform is not complicated but towards the end of last term we saw a small rise in students wanting to wear trainers and or leggings. Neither of these form part of the Beckfoot Oakbank uniform and students will be asked to change and remove non uniform items.. Students who arrive without the correct uniform will be given the option to borrow clean items of uniform or go home to change. Students who arrive with excess jewellery not in line with our published expectations will be asked to remove said items. Those who do not will be placed in one of our internal

removal spaces until this is addressed. If you need support with uniform please contact the school office where a member of the team will be happy to help office@beckfootoakbank.org

Thank you for ensuring that your child has returned ready and equipped to succeed.

Extra-curricular activities

Monday	Tuesday	Wednesday	Thursday	Friday
Debate club (Y8, 10, 12, 13) LUNCH TIME F51 MED	Debate club (Y7, 9, 11) LUNCH TIME F51 MED	Girls Football All year groups DWH	Year 7/8 Football CBE/JGI	
Fitness Suite KS4 FBR	Year 9 Football DRI	Dodgeball KS3 MFL	Netball Year 7/8 DCH	Rugby year 7/8/9 JFL
Lego Club (all years - till 3.30) No new members until Spring term S34 C. Moore / J. Hird	Girls Rugby KS3 DCH/RST	Healthy Active ME Activity Room	Netball Year 9/10 DWH	Badminton All year groups TSH
	KS4 Football Astro GBO	Basketball KS3 CBE	Year 11 BTEC Intervention JIC/DRI	Fitness Suite KS3 JIC
	Drama Club (all years) G28 RSI		Dance/Cheerleading KS3 CFL	
	Science Club (Y7 and 8) MMI / ECO S43		Gardening Club (all years) S33 E. Cowham / S. Cooke	

Year Group News

Y7 News

Welcome back to year 7. They have settled into their new term and are busily collecting more Learning Habit Threes and Gold Tickets. Please keep ensuring that your child is coming to school fully equipped, with a planner and a pencil case. This will help them to have a smooth start to the day.

Y8 News

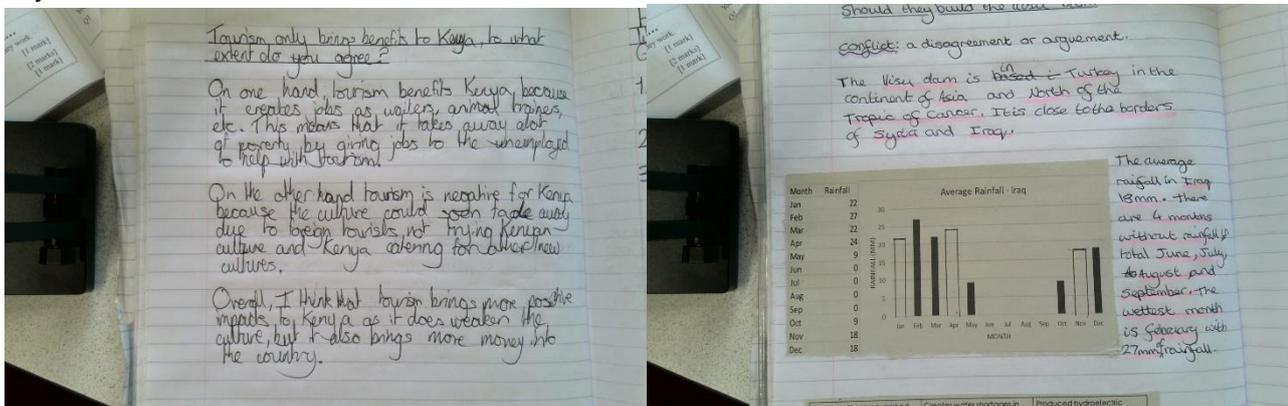
Welcome back, Year 8! We hope you had an egg-cellent Easter break filled with chocolatey goodness and well-deserved relaxation. Now that we're back, let's give a big shout-out to those of you who celebrated Eid this week. It's wonderful to see such vibrant diversity in our school community, and we're sending warm wishes to all who marked the occasion.

Now, onto some well-deserved congratulations! Tinashe, you're rocking the Golden Tickets - keep up the fantastic work! Your dedication to learning is like a beacon of inspiration for us all. And Charlie T, big high-fives for bagging the most 'Learning Habit 3 Points'! Your commitment to cultivating good learning habits is top-notch, and we're so proud of both of you.

As we dive into the next half term, let's all pledge to keep up the good work and remember the importance of being punctual to lessons. After all, time flies when you're having fun learning!

Y9 News

Welcome back and hope everyone had a wonderful break and Eid celebrations. Year 9 have been superb during line ups showing us they are ready to learn every day. I have also had the opportunity to see some fantastic work in Geography – so impressed with the quality of evaluations and extended writing. Well done, Taylor and Tasha.



Y10 News

It's back to business after the Easter break for Year 10 students as they begin the final term of the first year of their GCSEs. The year group continues to impress with their approach to their studies and their maturity, and the reset at the start of the week has been an important reminder of how they will ensure that they can be as successful as possible before the start of Year 11.

Y11 News

Year 11 have made a fantastic start to their summer term, they have worked extremely hard across the week. The term started with a bit of a different day for the year 11s but that didn't stop them from fully engaging and getting lots from the day, you can see in the picture our year 11s engaging with the maths team on Monday. The tone set on Monday continued throughout the week, I visited several lessons where the work ethic was fantastic; one visit worthy of mention was Ms Towler's English group who were demonstrating the knowledge they had for the poem 'Exposure.' Well done all.



Post 16

A huge well done to Callum in Y12 who has been successful in his application to take part in the Physics and Astronomy Work Experience Week (<https://www.stem.leeds.ac.uk/physics/workexperience/>) from 15 to 19 July 2024 at the University of Leeds!

This will be a fantastic opportunity to experience what it's like to study physics and work in a research-led university. Well done to Callum – these are just some of the fantastic opportunities we secure for our students at Beckfoot Oakbank.

I would like to also take this opportunity to thank Paula and her team of Student Ambassadors from Bradford University who came in on Monday to work with Y13 students about "university and next steps" - during the morning session Y13 had a series of talks on Student Life, Budgeting and Study Skills – we look forward to their return in July to work with Y12

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/ - find out more about opportunities in West Yorkshire

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

There are new dates for your students for career and work experience days taking place online over the next couple of months. If you could let your students know who are aged 14-18, students can register to join the online days through the website.

Students get to learn all about their chosen career in the morning from applications to job prospects and then gain some online work experience to use in their university applications in the afternoon.

The schedule is as follows:

Psychology Career Day - Saturday 20th April 2024

Business Career Day - Saturday 27th April 2024

Architect Career Day - Saturday 4th May 2024

Vet Career Day - Saturday 11th May 2024

Law Career Day - Saturday 18th May 2024

Performing Arts Career Day - Sunday 19th May 2024

Computer Science Career Day - Saturday 25th May 2024

Teaching Career Day - Saturday 1st June 2024

Medicine Career Day - Saturday 22nd June 2024

Midwifery Career Day - Saturday 21st September 2024

Dentistry Career Day - Sunday 6th October 2024

Students can visit **www.careerdays.co.uk** to join a session and will receive a certificate at the end of the day confirming their work experience.

As always, thanks for making your students aware and it would be great if your students aged 14-18 could join in.

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.

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

Staying Safe

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 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, YouNow 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.



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 close family and friends. 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.*