



# BTHCC Newsletter



September 2025



Firstly, I hope you all had a good summer break, and I welcome you back to the new academic year on behalf of all the staff and governors. Looking back at the summer's exams, we are extremely proud that students have yet again achieved great results.

They demonstrate excellent progress which is a result of the culture of hard work, dedication and commitment that they have developed during their five or seven years at BTHCC. The Year 11s through to the Year 13 Sixth Formers taking their exams upheld the tradition of excellence at BTHCC. We now take this opportunity to reflect on our accomplishments over the past five or seven years and build on these successes to improve standards even further at BTHCC.

We are delighted to be celebrating yet another set of excellent results with over 21% of all A-level grades awarded being either an A\* or A. Furthermore, 48% of A level grades were grade B or higher and over 75% of grades were A\*- C. In our vocational courses, 100% of grades awarded were Distinction\* or Distinction. These outstanding results demonstrate once again that BTHCC is one of the leading comprehensive Sixth Forms in

Trafford. Many students will now be looking forward to taking up their places at prestigious universities across the country or in highly valued apprenticeship schemes, whilst others will be entering employment or taking gap years abroad.

These achievements demonstrate yet again that our College family continues to provide exceptional faith education to students across Trafford and the wider area, and most importantly, that our students feel challenged and supported to achieve their very best. BTHCC is an established centre of excellence for A level and vocational courses and these results again demonstrate the outstanding efforts of both the students and staff.



Students, staff and parents are once again celebrating an outstanding and richly deserved set of GCSE results at BTHCC, which demonstrate our unwavering commitment to supporting all students to achieve their academic potential. Performance across all subjects was strong again this year and there were some incredibly impressive achievements for individual subjects including at the higher level. English at 9-4 87%, Maths 9-4 71% and Religious studies 9-4 82%, 9-7 39%. Our BTEC students results were amazing with Level 2 Pass to Level 2 was Distinction\* 97%

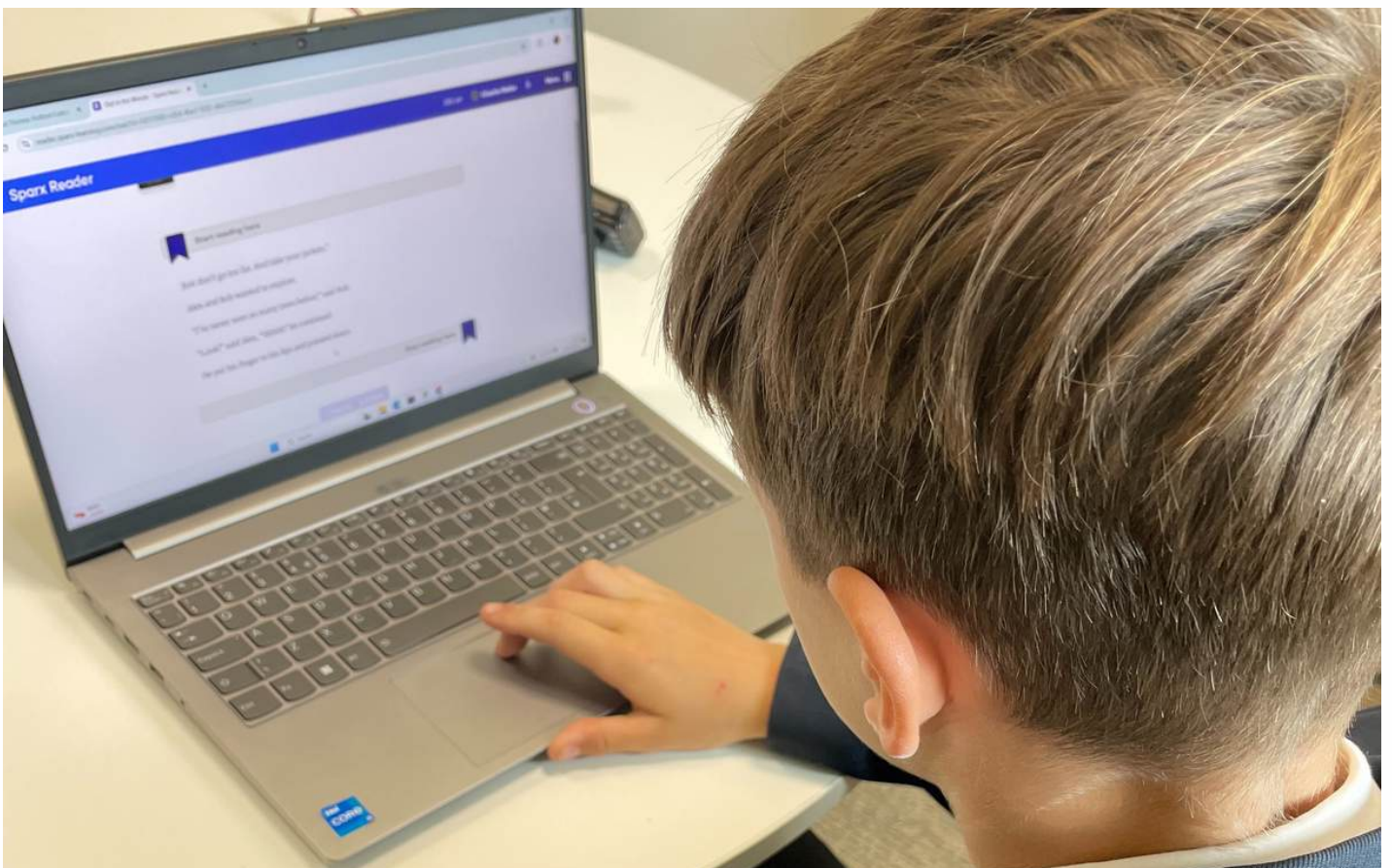
The results are a clear reflection of the students' hard work over the past five years as well as the considerable support they have received from their families and dedicated staff.



Our continued focus on reading at BTHCC has resulted in excellent outcomes for students. It is well known that reading for pleasure significantly improves a person's vocabulary, spelling and maths which leads to better academic qualifications and life chances. There is also good evidence linking reading to positive mental health, reducing social anxiety and improving self-esteem. Reading is regularly planned into our lessons and homework also. All students have access to Sparx Reader to engage with reading at home and our wonderful library is open before school, at lunch time and after school.

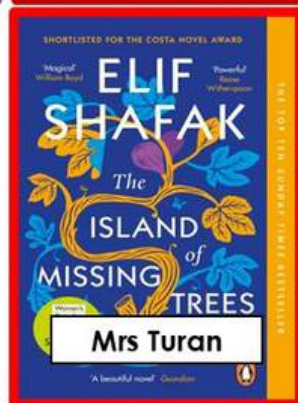
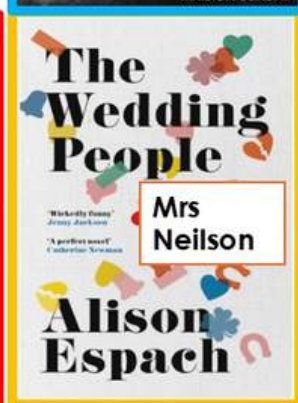
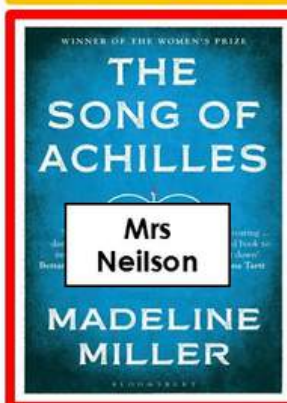
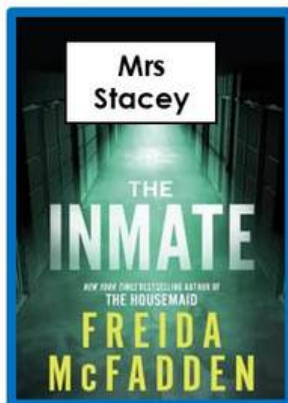
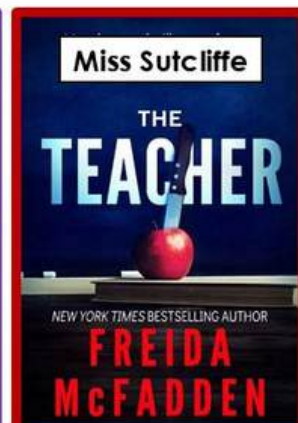
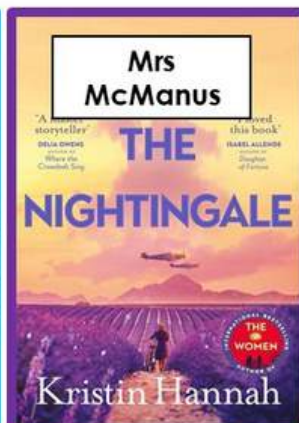
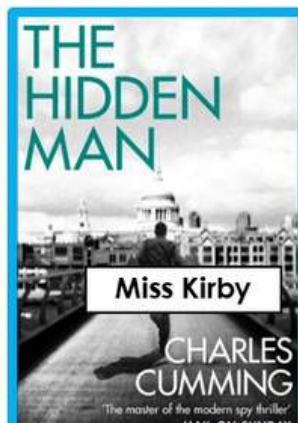
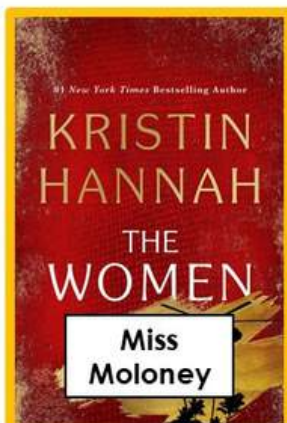


We know that students have the best chance of success in all areas of school life when they are in lessons and learning. As we start the academic year, we would like to remind families about our high standards and expectations with regards to attendance. We expect students to be in college every day and punctual for each lesson. Evidence based research shows that students underachieve by a whole grade in each subject, for every 10% of school days missed. When a student is absent, they develop gaps in their learning and miss out on the social, emotional and cultural benefits of being at BTHCC.



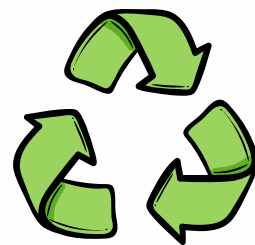
# BTHCC

## “Sun, Stories & Staff Picks: What We Read This Summer”



The Catholic Church's commitment to the dignity of every human person is grounded in the **assumption** that all people are created in the image of God.

# BTHCC Zero Waste



*Monday- Clothes Sale in Sixth Form.  
Wednesday- Book Swap in the dinner hall.  
Friday- Carrot Cake made from excess  
food by our lovely kitchen staff.*

national **zero**waste week

Stop wasting money by saving resources!

reduce waste

think before you buy

7-13 September 2015

'reusable' ideas!

REUSABLE BAG

this year's theme: **REUSE**

now in its 8th year!

Sharing & Swapping for businesses & communities

Sign up online!

Sign up for regular waste-busting inspiration direct to your inbox

www.zerowasteweek.co.uk

/myzerowaste  
/zerowasteweekheroes  
/zerowasteweek

The poster features a central title 'national zero waste week' with a rainbow over the word 'zero'. It is surrounded by various illustrations: a piggy bank, a banner, a person thinking, a calendar, a reusable bag, a lightbulb, a trash can, a sign-up envelope, a group of people, and social media icons. The word 'REUSE' is written in large, bold letters with a green arrow looping around it.

# BTHCC

## Word and book of the week

“  
SCIENCE: We made the assumption that bacteria would grow on the slide.  
”

“  
HISTORY: His assumption of office coincided with the trouble in Cuba.  
”

ad (Latin: towards)

plural noun: assumptions

ASSUMPTION

sumere (Latin: take)

NOUN 1. A thing that is accepted as true or as certain to happen, without proof

“They made certain assumptions about the market.”

NOUN 2. The action of taking on power or responsibility

“No one had foreseen the assumption of power by the revolutionaries.”

Who would use this word?

Politician | Economist | Scientist | Sociologist | Historian

BASELESS ASSUMPTION: Describes an assumption made without any evidence

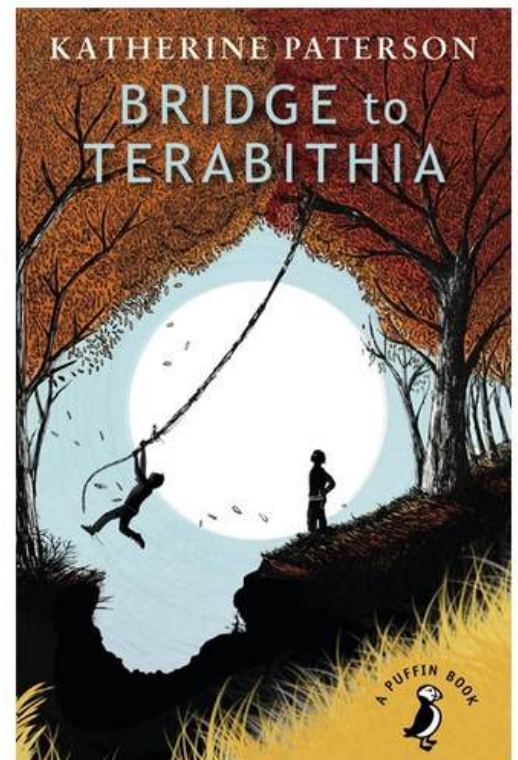
SYNONYMS: deduction | impression | inference | presumption | speculation | supposition | theory



## Book of the Week

Jess Aarons wants to be the fastest boy in the class, but when a girl named Leslie Burke moves into the neighbouring farm his life changes forever. Even though she runs faster than him, Jess begins to think Leslie might be okay – she's clever and funny and not a bit sappy. And it is Leslie who invents Terabithia, the secret country on an island across the creek where he can escape his troublesome family. The only way to reach Terabithia is by rope-swing where Jess and Leslie become King and Queen, defeating giants, sharing stories and dreams, and plotting against their enemies. They are invincible – until tragedy strikes. It is more dreadful than anything Jess had ever dreamed of, but as he struggles to cope with his grief and anger, he finds that his family value him more than he'd thought and that, still King, he could even save Terabithia for the future.

This week's Book of the Week will be displayed in the Library until Friday, but available for the rest of the year.



# BTHCC Year 7



**We are delighted to welcome our new Year 7 cohort to the school community. From the moment they stepped through the gates, their enthusiasm, curiosity, and kindness have shone through. It's been a joy to see them settling in – making new friends, exploring their surroundings, and embracing the opportunities ahead.**

**Starting secondary school is a big milestone, and we're proud of how confidently they've begun their journey. We look forward to supporting them as they grow, learn, and thrive in the years to come.**

**Here's to a fantastic start and an exciting chapter ahead! ❤️**



# Term Dates -

## BLESSED THOMAS HOLFORD TERM DATES 2025 2026



**August 2025**

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**September 2025 (20 Days)**

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**October 2025 (18 Days)**

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**November 2025 (19 Days)**

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**December 2025 (15 Days)**

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**January 2026 (20 Days)**

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**February 2026 (15 Days)**

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

**March 2026 (21 Days)**

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**April 2026 (11 Days)**

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**May 2026 (15 Days)**

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**June 2026 (21 Days)**

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**July 2026 (15 Days)**

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- = BANK HOLIDAY
- = COLLEGE HOLIDAYS
- = INSET DAYS

Time of Day	Students
8.45 a.m. - 9.00 a.m	<p><u>Ready to Learn</u></p> <ul style="list-style-type: none"> <li>Time for breakfast</li> <li>Toilet Stop</li> <li>Be in perfect uniform</li> </ul>
9.00 a.m. - 9.30 a.m	Together for Good
9.30 a.m. - 10.25 a.m	Lesson 1
10.25 a.m. - 11.20 a.m.	Lesson 2
11.20 a.m. - 11.35 a.m.	Break
11.35 a.m. - 12.30 p.m	Lesson 3
12.30 p.m. - 1.30 p.m	<p>Lunch for all students</p> <p>12.45 p.m. Year 7 lunch hall entry</p>
1.30 p.m. - 2.25 p.m	Lesson 4
2.25 p.m. - 3.20 p.m	Lesson 5

### The College Day:

# THE BTH WAY:



## Be Kind

We aim to develop respectful, compassionate students who treat everyone with kindness and have Catholic Social Teaching as their moral compass, guiding them on how to live out their faith in the world



## Work Hard

We promote resilience, perseverance and determination as qualities to be admired and rewarded, at college, as they will be in life. We expect our students to respond to feedback, improve and not give up. Our students will learn that success needs hard work and effort.



## Develop Your Whole Self

We want students to achieve more than just academic excellence. We encourage all students to develop themselves through our extra-curricular provision, so that they leave Blessed Thomas Holford Catholic College as well-rounded citizens who are equipped with the skills they need for life.



# Personal Appearance

Personal appearance is a matter of pride. Whilst we are aware of current fashions and the impact of peer pressure, we expect all of our students to present themselves in a smart and respectful manner at all times in College and when travelling to and from College. We insist on perfect uniform at all times.

Uniform should comply with our clear uniform code at all times. When students wear the BTHCC uniform they take up the responsibility to represent our college family and our college values. This means that students represent current students and staff and also those that have previously attended BTHCC, all the future generations that will attend BTHCC and everyone in their community. It is a great responsibility to have.

Please check the uniform section of the college website for full details, below is a summary of the key points. If in any doubt please contact to college for clarity.

<https://www.bthcc.org.uk/uniform>

**Students must be dressed properly in full college uniform.**

**-BTHCC Blazer**

**-Skirt with black tights OR trousers with ankle socks**

**-White shirt**

**-BTHCC tie**

**-BTHCC Jumper (optional)**

- Extreme hair styles including stepped, undercut, tramlines, extremely close-cut styles (skin head) or any pattern shaved into the hair or hair dye are not permitted. No lines in eyebrows.
- Trainers and boots must not be worn only formal black leather shoes, no suede.
- If wearing trousers students may wear black, white or navy socks only.
- Shirts tucked in at all times.
- Ties should be fastened up to the neck properly and reasonable length.
- Coats should not be worn indoors and removed immediately on entry to the building.
- Jewellery is not allowed in college and will be confiscated for collection at the end of the half term by the student: wrist watches are allowed – no smart watches.
- Every student should have a suitable college bag to carry books and equipment to and from college every day. Handbag or fashion style bags are not permitted. The bag should tone with the colour of the uniform (navy, black or dark grey).
- Students should be properly equipped for every lesson.
- Students must bring the correct kit and equipment for PE and practical lessons.





# SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE  
Secondary | September 2025

## Back to school – building positive routines for a strong start

As the new school year gets underway, many families find it helpful to re-establish routines around sleep, screen time, curfews and home life. While the summer holidays are a chance to relax, the return to structure can be a welcome reset – not just for learning, but for your child’s overall wellbeing and safety.

## Why routines matter for well-being

Routines offer young people a sense of stability, predictability and control, all of which are important for good mental health, particularly during the teenage years. Adolescence is a time of rapid change, emotionally and physically. Having regular daily habits can help reduce anxiety, improve focus and create a stronger sense of security.

When children know what to expect – such as when they’ll eat, sleep, study and unwind – it can help reduce stress and overwhelm. Consistent routines also support better sleep, which is closely linked to emotional regulation, mood and the ability to cope with challenges.

In uncertain or emotionally demanding times, even small routines – like packing a bag the night before, eating breakfast together or turning devices off at the same time each night – can act as ‘anchors’ that promote calm and emotional resilience.

## Sleep, screens and curfews

Teenagers need 8–10 hours of sleep to focus and manage emotions. If bedtimes have slipped over the summer, gradually return to earlier routines. Encourage screen-free time before bed and keep devices out of bedrooms to avoid disrupted sleep. Re-establishing curfews and clear expectations can also support safety and balance as school starts.

In this issue:

- Building positive routines
- Deepfakes

## TIPS FOR SETTING ROUTINES THAT STICK

### INVOLVE YOUR CHILD

Teenagers are more likely to follow routines they’ve helped create. Ask for their input on what works.



### START SMALL

Focus on a few key routines (e.g., bedtime, screen time, homework) and build from there.

### USE VISUAL REMINDERS

A weekly planner or checklist on the fridge can help make routines visible and easier to follow.



### BE CONSISTENT, BUT FLEXIBLE

Life happens, so allow for changes – but try to return to the routine as soon as possible.



### PRAISE PROGRESS

Acknowledge your child’s efforts. Positive reinforcement goes a long way.



@The\_Enlightened\_Parent

Routines aren’t about strict rules – they create a supportive structure that helps young people thrive. Clear boundaries and healthy habits help children feel prepared, confident and emotionally supported.

# SPOTLIGHT ON SAFEGUARDING

## Understanding deepfakes – what parents and carers need to know

As technology continues to evolve, new online risks are emerging; and one of the most concerning is the rise of deepfakes. While the term may sound technical, it's something all parents and carers need to be aware of. Deepfakes can be used to deceive, manipulate and harm, and young people are increasingly being exposed to them, whether they realise it or not.

### What are deepfakes?

Deepfakes are videos, images or audio recordings that have been digitally altered – often using artificial intelligence (AI) – to make it look like someone has said or done something they never actually did. This can include realistic-looking videos where a person's face is swapped onto someone else's body or voice recordings that sound identical to a real person.

While some deepfakes are created for fun or entertainment (e.g, putting a celebrity's face in a movie scene), others are made with harmful intent – to spread misinformation, harass individuals or cause reputational damage.

### How can deepfakes affect young people?

**Online bullying and harassment:** there have been cases where deepfakes are used to humiliate or threaten young people – for example, by placing their face onto inappropriate or explicit content and sharing it without their consent.

**Manipulation and misinformation:** deepfakes can be convincing and may be used to spread false stories, fake messages from public figures or even impersonate friends or family members online.

**Emotional and mental health impact:** Being targeted by or exposed to deepfakes can cause embarrassment, anxiety and long-lasting emotional harm. Even witnessing a deepfake involving others can be distressing and erode trust online.

## How can parents and carers support their child?

The infographic consists of five vertical panels, each with a colored icon at the top and a white rounded rectangle containing text. The panels are: 1. Red icon of two people talking, titled 'Open the conversation'. 2. Yellow icon of a person with a question mark, titled 'Teach critical thinking'. 3. Green icon of a padlock with a gear, titled 'Check privacy settings'. 4. Blue icon of a warning triangle, titled 'Know what to do if something happens'. 5. Purple icon of a person being supported, titled 'Reassure and support'.

- Open the conversation**  
Discuss deepfakes with your child calmly and without judgment. Ask if they've encountered them online and reassure them they can always talk to you if they feel uncomfortable.
- Teach critical thinking**  
Encourage your child to critically assess online content. Help them build digital literacy skills by identifying signs of fake and manipulated content.
- Check privacy settings**  
Review your child's social media privacy settings to ensure accounts are private and they understand not to share personal photos or videos with unknown individuals.
- Know what to do if something happens**  
If your child is targeted by a deepfake, take it seriously. Save evidence, report it to the platform and, if the content is explicit or threatening, report to the Police.
- Reassure and support**  
The emotional impact of being involved in or exposed to a deepfake can be significant. Be ready to listen, validate their feelings and access professional support if needed.

While deepfakes are a serious concern, knowledge and communication are powerful tools. By staying informed, creating an open home environment and helping children build critical thinking skills, we can help them stay safer in a changing digital world.