



Look Up

ST MATTHIAS NEWSLETTER

Spring Term

February 2019

Message from the Headteacher

I have been thinking very hard about what I want to write to everyone in this instalment of 'Look Up.'

There are so many fantastic things going on with your lovely children in our school.

There have been numerous trips out of school where our students have impressed everyone they have met.

There are sport fixtures with great victories and national trophies being won by our young sportsmen and women.

There are students learning new skills in the performing arts in dance, acting and with musical instruments.

We have students representing the whole of Wolverhampton as youth councillors.

Not to mention great news to celebrate with regard to the exam success of last year's year 11. (Some of the best results in the Midlands!)

Any of these would make a good starting point for a head teachers thoughtful comment.

Instead I've decided to go with Snoopy. Or more accurately Charles Schulz. That might seem like an odd choice to you reading this but for me it's a perfect choice.

Almost everyone in the world knows Snoopy. Even if you have never read the cartoon strip called Peanuts you will probably know someone who has a Snoopy t-shirt or something with Snoopy on it. You may have seen the recent movie. In fact, the simple line drawings of the exploits of Charlie Brown, his friends and his dog Snoopy have made a big difference to our world.

Charles Schulz drew and wrote about the world of children in the cartoon strip Peanuts from 1950- 2000. He drew 17,897 cartoon strips - the last one being printed the day after his death aged 77. At the time of his death Peanuts was being printed in 2600 newspapers in 75 different countries. His drawings, where no adults ever appeared, were and are a global phenomenon.

In cash terms when Schulz was working, Peanuts made over 1 billion dollars a year. Schulz was generous with his wealth giving much of it to people, causes and projects that he liked.

He is worth a google as the influence of these characters - especially in the United States - has been considerable.

Apart from the fact that I have been collecting Schulz's work for about 25 years, and find the cartoons incredibly thought provoking (this is not silly kids' stuff) I am interested in Charlie Brown and Snoopy because of what they meant to Schulz.



Charles Schulz saw Charlie Brown as him and Snoopy as what he wanted to be.

In the strip Charlie Brown is a bit of a loser, a blockhead, he fails at almost everything he does. He tries hard and is optimistic but life keeps on crushing him. He is unlucky in love. He is not the cool kid in school and at times the other kids make fun of him. Charlie Brown never wins anything.

The Snoopy character is different. He is cool, a great sportsman, has lots of friends, he is a writer, he is an astronaut and admired by all, he is an amazing pilot. He is a success. When he started drawing Schulz was never these things.

I like that Charles Schulz sorted out in his own mind just how things were in the real world then set himself targets of what he could be all through the imaginative world of a boy and his dog.

Because of his work Schulz lived to see golf courses, ice rinks and sporting stadiums named after him or his characters. One of the Apollo missions to the moon had the rockets and lunar modules named Charlie Brown and Snoopy. Every year NASA - the US space people - give an award to their best employees known as the Silver Snoopy. One of Schulz's sons is a pilot and flight instructor. Charles Schulz won 100s of awards for his work and is widely regarded as the most successful and most influential animator of all time. Without him the Simpsons would probably never have been!

So, I'm going to recognise my limits like Charlie Brown and then try to be more like my brilliant and better than me imaginary dog. Perhaps there is a Snoopy version of us we can all reach for?

I recommend to you the works of Schulz and hope that our school, a world of children, is the place where we can help everyone have fun, be successful and keep looking up!

Mr Coombes

Name:

Form Group:

NEWS FROM PE

Cheick Kone

A quick update on year 11 student Cheick Kone who has been presented with a fantastic opportunity at Worcester Warriors. Cheick made his debut for the under 16s on January 22nd in a game against Cardiff Blues. Cheick was a substitute for the first half but came on to make his debut at the start of the second half.

Cheick quickly introduced himself to the Cardiff front row with a crunching tackle but sadly his game ended earlier than expected as he had to be substituted with a thigh injury. The game was very fast paced- something Cheick wouldn't have expected - and this probably contributed to his injury.

Cheick has only been playing for two months and is doing fantastically well - he is highly thought of at the Worcester rugby academy - making his debut in a professional stadium is an amazing achievement and something I'm sure he will never forget. Well done Cheick.

Watch this space for more updates on how Cheick is progressing on his rugby adventure.

Mr Humphreys



WORCESTER
WARRIORS

STUDENTS WITH ASTHMA



The school keeps an inhaler for emergency use. The emergency inhaler should only be used by children for whom written parental consent for use of the inhaler has been given, who have either been diagnosed with asthma or prescribed an inhaler, or who have been prescribed an inhaler as reliever medication.

The inhaler can be used if the student's prescribed inhaler is not available, for example, because it is broken or empty.

Keeping an inhaler for emergency use will have many benefits. It could prevent an unnecessary and traumatic trip to hospital for your son/daughter and potentially save his/her life. Parents/carers are likely to have greater peace of mind about sending their son/daughter to school.

This does not negate the parent/carer's responsibility to ensure that their son/daughter has his/her own inhaler prescribed by his/her GP. Students should have their own inhaler with them to treat symptoms and for use in the event of an asthma attack.

An asthma register will be accessible to staff and designed to allow a quick check as to whether or not a student is recorded as having asthma, and consent for an emergency inhaler to be administered.

Letters and consent forms have been sent home with all students that have asthma identified as a medical condition on their school record. If you have not received a letter please contact the school office.

ENTERPRISE CLUB

Young Enterprise is an enterprise challenge helping students to develop an entrepreneurial mind set. To support this we are proud to introduce Enterprise Club. Enterprise Club takes place every lunchtime at St. Matthias.

Students have been working together in small teams to plan, pitch and launch mini enterprises in school. This means they will have the opportunity to set up and run their own businesses. All teams will be able to participate in a mini market place in school which will give them the opportunity to sell their products or service to make as much profit as possible.

Some teams have asked for investment from the business department of up to a maximum of £10. However, I would like to encourage students to use that investment as a last resort and not all teams have taken it.

Being entrepreneurial is about thinking outside the box and working through problems. Some teams have chosen to each invest a small amount and some teams have developed services which don't cost anything to start.

If your child takes part in Enterprise Club and you would like to invest in your child's team / enterprise you can do this by talking to them about their ideas and investing or donating any materials, time and support they may need.

This is a fantastic opportunity for our students as they take their first steps into becoming young entrepreneurs. I will keep you updated with our business ideas and products. Next stop Dragons' Den!

Mrs Bratt



MATHS PUZZLE



A woman and her grandson have the same birthday. For six consecutive birthdays, she is an exact multiple of his age. How old is the grandmother at the sixth of these birthdays?

ST MATTHIAS SCHOOL VISITS THE

52 year 8 students made a journey to Nottingham to visit the National Holocaust Centre. The visit was planned to support the work on Judaism that students have been doing in their RE lessons.

The journey began with students watching the movie, 'The Boy in the Striped Pyjamas'. When we arrived at The Holocaust Centre students received an introduction from one of the experienced educators at the Centre who encouraged them to focus on the role of the individual and the choices they made between 1933 and 1945. Students then had the unique opportunity to listen to the Holocaust survivors testimony of a lady named Eva Clarke, who was born in a concentration camp, and ask questions which further deepened their knowledge and understanding of the Holocaust. After Eva's testimony the questions that our students asked included:

'Was she still proud to be Jewish?'

'What motivated her to keep going?'

'How does she keep the memory alive and let people know what happened?'

The Holocaust Centre has a fantastic permanent exhibition that brings the events surrounding the Holocaust to life as well as beautifully landscaped memorial gardens that are designed to encourage you to think more deeply about the impact that this period in history had. Our students were given helpful workbooks as well as a specific question to think about and investigate using information from the memorial gardens and exhibition:

'What is significant about the choices people made during this period of history?'

Our students rose to the challenge and carefully explored the exhibition with interest and enthusiasm, asking further questions about what they could see. They explained what happened but also what influenced people's actions. They were particularly impressive in the memorial gardens where the students showed a real ability to empathise asking questions such as *'Were the Jews abandoned by God?'* and *'What made people so determined to survive?'*

This visit certainly made an impact on our students but, in turn, our students made an impact on the centre with our Holocaust Centre guide personally commenting on just what excellent students they had been throughout the day and praising in particular their concentration, enthusiasm, questioning and sensible behaviour. We ended our time in the Centre with a discussion about what we could learn from our visit that will make an impact on our lives in the future and we agreed that the way we communicate with others is of great importance, for example talking to each other kindly and sharing our experiences instead of labelling or bullying people through the use of social media. James Griffiths (Director of Learning) at the National Holocaust Centre, said:

'The learning programmes at The National Holocaust Centre encourage students to focus on the importance of the 'choices' individuals make. They also teach students about the consequences of not challenging discrimination and propaganda and failing to value diversity.'

On the journey home we asked each student to reflect on what the best part of the day had been for them and here are some of their comments which, I am sure you will agree, sum up what a fantastic day had been had by all!



NATIONAL HOLOCAUST CENTRE

'The best part of my day was when we got to add stones to the memorial to the 1.5 million children who died in the Holocaust'

'My favourite part of the day was when we went around the exhibition answering the questions in our booklets, we found out many new facts' Sunaina

'The best part of the day was hearing Eva's story because it was really detailed and interesting' Amarachi

'My favourite part of the day was learning about other people's perspectives and seeing the gardens too' Sheila

'The best part was the exhibition, loads of information was given' Haliyat

'My favourite part of the day was the memorial gardens as it made you think about all of the lives that had been lost' Chloe

'My favourite part was the Holocaust survivor talking' Joe

'I liked it when we got to see the statue of the 'abandoned' and got to learn the back story' Emily

'The best part of today was when we went to the different exhibition zones and we could see some of the events of the Holocaust' Megan

'I loved the rose garden and exhibition, it was fantastic!' Jasleen

'My favourite part of the visit was when we got to know and listen to a Holocaust survivor because, for me, I've learnt a lot about the past' Iulia

'I have enjoyed today, I have learnt a lot about the Holocaust and I found it interesting' Daniel

For more information about the National Holocaust Centre and to follow them either visit:

<http://nationalholocaustcentre.net/> or

<https://www.facebook.com/THCLaxton> or

@HolocaustCentUK



CAR PARKING INFORMATION

Car Parking

The safety of all children attending St Matthias is taken very seriously and can be maximised with the cooperation of parents/carers. Please think twice before parking on pavements, across driveways, at designated crossing points and illegally on parking restrictions.

Please consider parking away from the immediate vicinity of the school (e.g. in appropriate places in Deans Road and Tyburn Road) when dropping off and picking up your child and walking a short distance with them to and from the school. This can help them develop their road safety skills for future years. We encourage children to walk or cycle to school.

Students may cycle and leave their bikes at the school. We do have spaces for bicycles and encourage children to use these with parental permission, but cannot accept responsibility for bikes stored on school premises. Bikeability sessions are provided in school to promote the safe use of bikes.



To keep our students safe please regard the following:

Please don't turn into the main entrance to drop off children.



Please don't drop your children off in the visitors entrance. This is for staff, visitors, those registered disabled and the school taxis.



Please don't park anywhere in the driveway.



FACT

Research shows that 1200 children a month are involved in collisions within 500 metres of the school gates. 'School run' child casualties, defined as accidents occurring between 7.30 and 8.58am and 3.00 and 4.59pm accounted for roughly one third of all child casualties in the year. Of the 6645 school run casualties in 2011, 804 were deaths or serious injuries.

Car Parking

Please ensure your child accesses and leaves the school via the student gate.

This gate is open as follows:

8.00 – 9.30am

3.15 – 4.30pm

If your child arrives or leaves school at any other time, please ensure they go through the pedestrian gate and walk along the pathway.



Q - I'm dropping my child off at school after 9.30am. Do the same guidelines for parking / dropping off still apply?

A - The guidelines remain the same at any given time.

Q - Where should I park if I have a meeting in school?

A - Please park in the visitors car park.

Visitors car park



Q - I don't have a meeting arranged but I need to talk to someone. What should I do?

A - If it's not an urgent concern please call the school to arrange a conversation or meeting. If it is urgent come and park in the visitors car park.

Q - My child is about to be late for school. I don't want them to get a punctuality Restorative Intervention. Can I drop them off at the main entrance or bring them into the visitors car park?

A - The same guidelines apply and unfortunately your child will receive a punctuality Restorative Intervention.

Student gate



Q - It's pouring with rain, I don't want my child to get wet so can I drop them off at the main entrance?

A - The same guidelines apply and your child must use the student gate.

Q - I have made an arrangement with school to pick my child up early from school. Can I wait in the visitors car park?

A - You can use the visitors car park.

Q - Where can I pick my child up from?

A - You can pick your child up from safe places on Deans Road and Tyburn Road.



Tyburn Road



Deans Road

UNIFORM GUIDELINES

1. SMART TAILORED BLACK TROUSERS

All trousers need to be full length and tailored. No jeans, canvas or legging type material allowed. No tight fitting/skinny trousers



2. PLAIN BLACK SKIRT

All Skirts **MUST** be below the knee length and worn with black tights only. No inappropriate or front splits, zips or decoration allowed.



3. WHITE SHIRT

(Tucked in at ALL times)



4. SCHOOL TIE - BOYS SCHOOL SCARF - GIRLS

Tie - £5.50 Scarf - £5.50



Remember

- skirts must be below the knee length
- no black boots
- no tight fitting trousers
- coats must be completely black

5. FOOTWEAR

Black leather type shoes - No large heels, boots, trainers/trainer type or canvas shoes

Examples that are ACCEPTABLE



Examples that are NOT ACCEPTABLE



School uniform must be worn with pride at all times. This includes wearing the correct footwear, blazer or coat to and from school. Students might not be allowed into school if not appropriately dressed, alternatively they will be isolated until the uniform is rectified. Please contact school if any of the guidance needs further clarification before making any purchases.

6. BLACK SOCKS

Socks worn under trousers need to be completely black.



7. BLAZER

£33.00



8. JUMPER / CARDIGAN

Black woollen V neck jumper or cardigan. Optional.



9. COATS

Coats must be plain black with no large logos. No hoodies or similar to be worn on school premises.

Examples that are **ACCEPTABLE**



Examples that are **NOT ACCEPTABLE**



Different colours/patterns are **NOT** acceptable.



10. CAPS

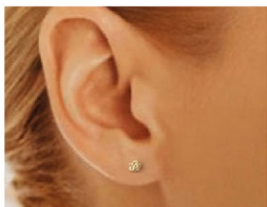
No caps to be worn on school premises.

11. HAIR

Only plain black hair accessories

12. JEWELLERY

Stud earrings only.
No facial piercings.



13. NAILS

Not Allowed



Allowed



MENTAL HEALTH WEEK



Extract from Children's Mental Health Week website

About the Week

Place2Be launched the first ever Children's Mental Health Week in 2015 to shine a spotlight on the importance of children and young people's mental health. Now in its fifth year, we hope to encourage more people than ever to get involved and spread the word.

Children's Mental Health Week 2019 - Healthy: Inside and Out

For Children's Mental Health Week 2019 (4-10 February), we're taking steps to be **Healthy: Inside and Out**.

When we think about healthy living, we tend to focus on looking after our bodies – our physical wellbeing – through food, being active and getting enough sleep.

However, in order to be healthy overall, it's important that we look after our minds – our mental wellbeing – too.

Our bodies and minds are actually very closely linked, so things that we do to improve our physical wellbeing can help our mental wellbeing as well. When we take steps to be **Healthy: Inside and Out**, it helps us to feel better in ourselves, focus on what we want to do and deal with difficult times.

We know from our work in schools that children in every class have diagnosable mental health conditions and many more struggle with challenges from bullying to bereavement. Whether you're someone who works with children, a parent or carer, passionate about spreading the word, or keen to raise vital funds for **Place2Be** you can get involved and help us reach as many people as possible.

For more information:

<https://www.childrensmentalhealthweek.org.uk/about-place2be/>

<https://www.childrensmentalhealthweek.org.uk/>

WHY IS VOCABULARY IMPORTANT?

At the most basic level, having a large vocabulary makes you smarter. Knowing words frees up space in your working memory to understand concepts, which in turn helps new learning to stick. Educational experts throughout the world consider vocabulary size as the best predictor for educational attainment.

To help improve the vocabulary of our students we are introducing four new words each week. The words are called 'Tier 2' words. The Tier 2 words are those used in a more academic context and are particularly prominent in texts. They are used across subjects and are crucial for reading comprehension. Words like forthcoming, advocate, predominant, negate, integrate, categorise, exemplify, compute, articulate, evaluate and suppress are Tier 2 words. Knowing more of these words will help develop the vocabulary of our students.

Each week students are introduced to the four new words in their English lessons. Our staff are also provided with these words so that students can use their new vocabulary across the curriculum.

Here is an example of how we are introducing the vocabulary to our students:

Step 1: introduce new word - inherent which is an adjective.

Step 2: students are provided with a definition of the word - inherent = a main, permanent quality of something.

Step 3: students are given examples of how the word can be used in different sentences.

A parent's instinct to protect their children is inherent.
I am inherently competitive.

Step 4: students then write their own sentence using their new word.

Step 5: students answer questions about the word to deepen their understanding.

What are some of the inherent features of a school?

What are some of the inherent aspects of your personality?

Each week we will update our Words of the Week. At home, you can support our vocabulary focus by using these words of the week in conversations with your son/daughter.

Thanks for your support.

Mr Paterson.



CARROT SOUP RECIPE

Ingredients:

3 large carrots
1 onion
1 potato
1 garlic clove (optional)
600ml boiling water
1 vegetable stock cube
50g soft cheese
Salt and pepper
Mixed herbs

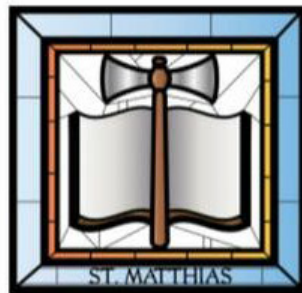
Equipment:

Chopping board
Vegetable knife
Plastic bowl (for scraps)
Large saucepan
Wooden spoon
Measuring jug
Teaspoon
Table knife
Hand blender
Kettle
Hob



Method:

1. Chop your carrots and potato into small even dice.
2. Peel and finely chop your onion.
3. Peel, crush and chop your garlic clove.
4. Fill a kettle with cold water and boil.
5. Place the stock cube in the jug and add 600ml-boiling water, stir well until the stock cube has dissolved.
6. Place all your vegetables into your saucepan add the stock, stir well.
7. Add seasoning, a sprinkle of mixed herbs; bring your soup to the boil.
8. Then simmer your soup until the vegetables are soft and cooked.
9. Remove the saucepan from the hob and let the soup cool slightly.
10. Add most of the soft cheese; keep a little back for garnish.
11. Using the hand blender, blend the soup carefully until your soup is smooth and has no lumps.
12. Reheat the soup, taste the soup and adjust the seasoning if needed.
13. Serve your soup in a bowl, add the remaining cream cheese, a sprinkle of herbs, stir and serve with croutons or crusty bread.



February Half Term Revision Sessions

Day	Time	Subject	Staff	Room Number
Monday 18th February 2019				
Tuesday 19th February 2019	10am – 2pm	Hospitality and Catering – Year 11	BCO	S21/S26
Wednesday 20th February 2019	10am – 2pm	Science – Year 10	DRO	G23
	10am – 2pm	Hospitality and Catering – Year 11	BCO	S21/S26
Thursday 21st February 2019	10am – 2pm	Science – Year 10	DRO	G23
	10am – 2pm	Hospitality and Catering – Year 11	BCO	S21/S26
Friday 22nd February 2019				

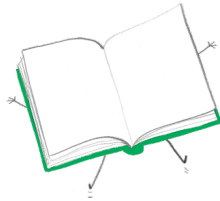
WORLD BOOK DAY

This year World Book Day is happening on

Thursday 7th March.

In school we will be celebrating our love of books and all things reading in a variety of ways:

- Dressing Up
- Competitions
- Cake Sale
- Get caught reading
- World Book Day tokens

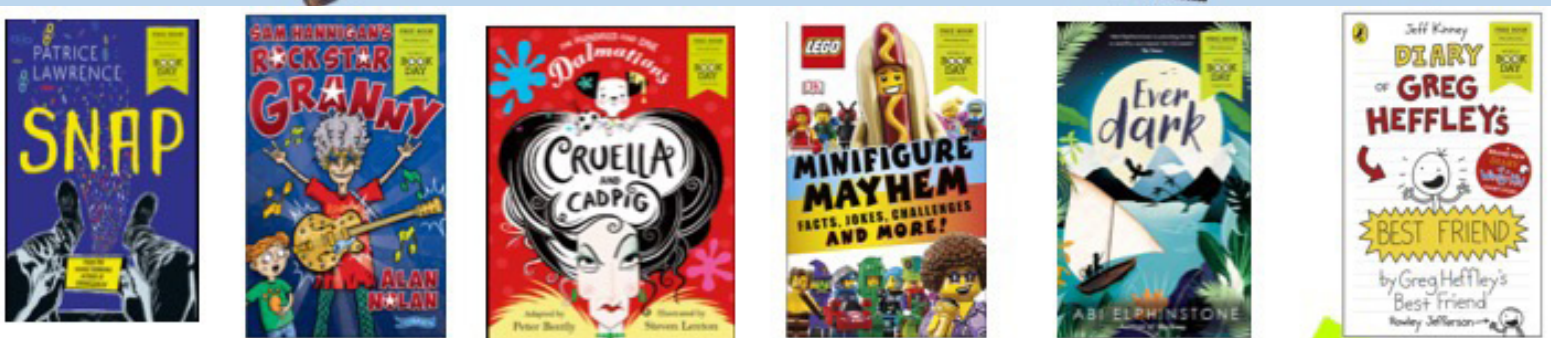
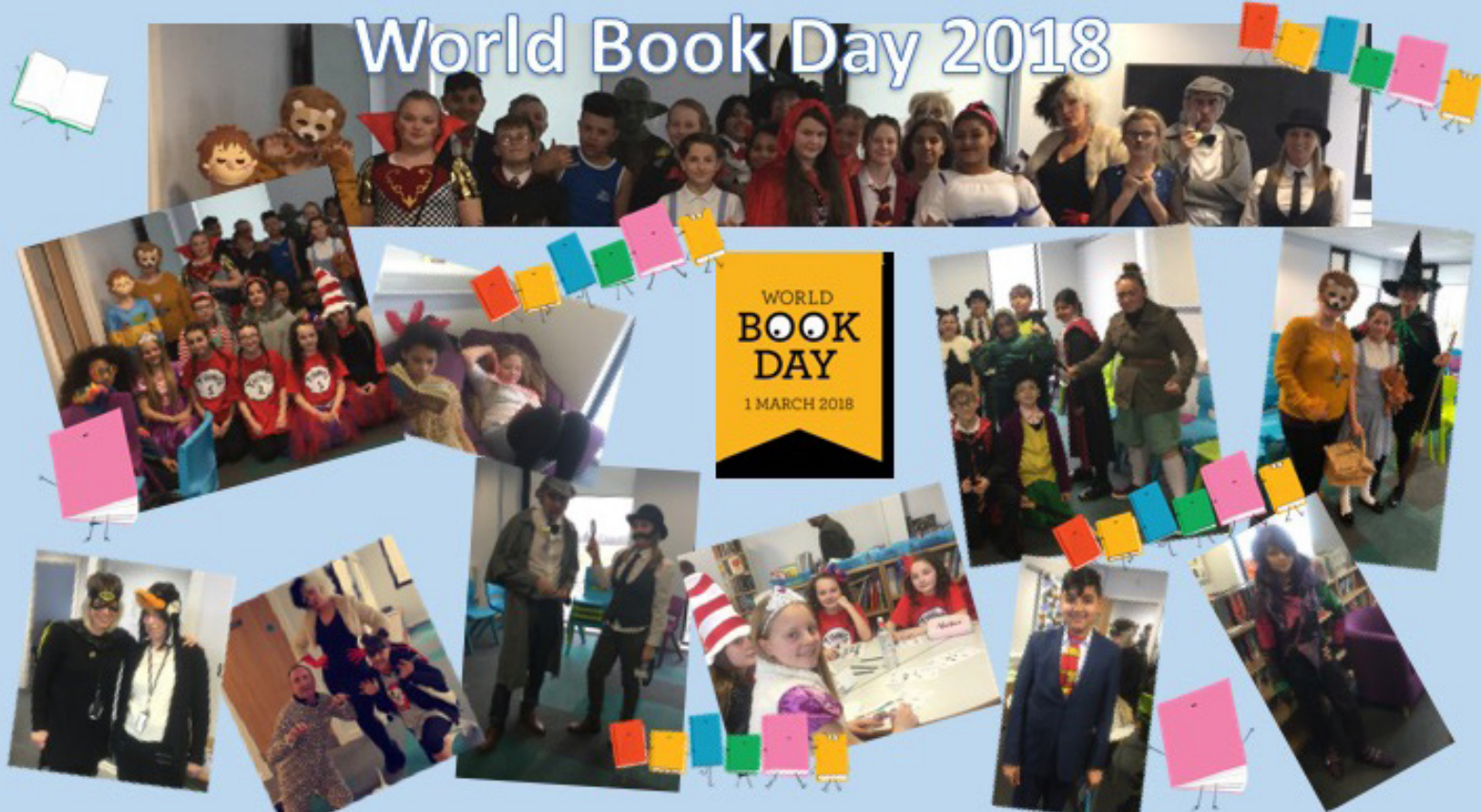


Dressing Up

If you wish to dress up, you must complete a form (available from the Reading Room or your English teacher) with details of the character you intend to dress up as - casual wear will not be allowed. If you do not wish to dress up as a book character, normal full school uniform must be worn. Your form needs to be handed in by Tuesday 5th March.



World Book Day 2018



CELEBRATE STORIES.
LOVE READING.

Use your £1 book token to claim your free book.



STAR READERS AT ST MATTHIAS!

Year 7

Ammar Garrafa
Chloe Woodman
Manveer Kumar
Anna Ryder
Aaliyah Khan
Kitija Grinhofa
Luke Groves
Maya Campos
Michael Perez-Garcia
Alex Singh
Sofia Fialio
Mannat Kaur
Chloe Thomson
Kacper Goryszewski
Tyran Stephenson
Heaven Carpenter
Anupreet Kaur
Katie Davies
Rokeebat Rao
Abdaal Ahmed Jamal
Leah Ares
Sara Capra
Faye Harris
Abdinajib Abdi

Year 8

Atul Singh
Angel Badhan
Jagseer Singh
Ryan Wakefield
Rimsha Ali
Shania James
Bradley Robinson
Kia Griffiths
Harleen Aujla
Joud Kamel
Daniel Sund
Atul Singh
Angel Badhan
Jagseer Singh
Ryan Wakefield
Rimsha Ali
Shania James
Bradley Robinson
Kia Griffiths
Harleen Aujla
Joud Kamel
Daniel Sund

Year 9

Assma Garrafa
Leigh McGann
Amit Kant Kaur
Daniella Teles Rendon
Shakira O'Brien
Emily Brittain
Cody Price
Kirinjot Kaur
Kyle Clarke
Priya Bhogal
Aqsa Ihsan
Sara Radu
Faith Pugh
Danielle Worley

Most Improved Readers!

Minocha Chaaya
Demi-Leigh O'Connor
Katy Poulton
Tea-Rhiannon Rainbow
Zara Twumasi
Katy Poulton
Emilija Kuczowicz
Palamdeep Singh
Ethan Williams
Harpreet Bhotayee
Darians Reinholds

YEAR 11 MOCK EXAMS

Monday 25th February – Period 3 and 4	Year 11 Science Mock Exam - Biology
Tuesday 26th February	Year 11 History Mock Exam
Friday 1st March – Period 1 and 2	Year 11 Science Mock Exam – Chemistry
Monday 4th March – Period 3 and 4	Year 11 Science Mock Exam – Physics
Friday 8th March – Period 1	Year 11 Maths Mock Exam – No calculator
Friday 15th March – Period 2	Year 11 Maths Mock Exam – Calculator
Friday 22nd March – Period 3	Year 11 Maths Mock Exam - Calculator
Monday 25th March	Year 11 GCSE English Literature Mock Exam Paper 2
Thursday 28th March – Period 1 and 2	Year 11 Geography Mock Exam Paper 3
Monday 1st April	Year 11 GCSE English Language Mock Exam Paper 2
Thursday 11th April – Period 1 and 2	Year 11 Geography Mock Exam Paper 1

Career Awareness Day

20 February 2019 (10.30am – 4pm) at The Way Youth Zone
(The Way Youth Zone, School Street, Wolverhampton, WV3 0NR)

We can provide you with an interesting, challenging and rewarding long-term career path with opportunities in the following areas:

- Highways Operative
- Streetlighting
- Civil Engineering
- Design Engineer
- Quantity Surveying
- Traffic Management
- Finance
- Business Administration/Support
- Customer Service
- Environmental
- CAD Technician
- Graphic Design/Marketing/Social Media
- Health and Safety
- Human Resources
- Learning and Development
- Construction Management
- Project Management
- IT

Construction is exciting and makes a difference to the world in which we live. Come along and explore the wide variety of roles and career opportunities that exist within our industry.

We have a fun-packed day planned for you, with:

- virtual reality games
- drone demonstrations
- competitions with prizes
- ...and much more!

Collaborative Learning Circle 

www.ourclc.co.uk

The Collaborative Learning circle partners:

OPERATION ENCOMPASS

Operation Encompass is an initiative that enhances communication between the police and schools where a child is at risk from domestic abuse.

The purpose of the information sharing is to ensure schools have more information to support safeguarding children. By knowing that the child has had this experience, the school is in a better position to understand and be supportive of the child's needs and possible behaviours.

By sharing this information parents affected by domestic abuse will know that they can approach the school who will also offer support and advice. This service will be treated as highly confidential.



SCHOOL EQUIPMENT

School Equipment

Every student is expected to bring a school bag each day and provide the following basic items of equipment for every lesson:

Essentials

Black or blue ball point pen (and a spare)



Pencil



Green pen



PE Kit



Student Planner



Eraser



Ruler 6"



Glue Stick



Casio FX - 83GTPLUS



iPad



Orange & Yellow Highlighters



Bonus

Coloured pencils/ fine fibre tips



MOBILE DEVICES UPDATE

The introduction of our new Mobile Devices guidance has been hugely successful. This is due to the way in which our students have responded and the excellent support from families. The impact in school has meant that there are fewer distractions in lessons and significantly less incidences of negative use of social media. This has meant we've been able to concentrate on supporting students in other ways.

The only incidences of negative social media have happened out of school and we continue to ask families to closely monitor how their children are choosing to communicate. Again, this can be a distraction in school but as it has happened out of school we are limited in how we can resolve these issues.

The new guidance has certainly prompted some very thought provoking conversations. It appears that everyone recognises the importance of regulating the use of devices with our children. Since the introduction of the new guidance it has been particularly topical in the media with advice and support being offered from various professional bodies.

For example, there are several clear steps for parents, which the chief medical officers say will help keep children safe and healthy. These include:

- Not using mobile devices at the dinner table – talking as a family is very important for development
- Keeping the screens out of the bedroom at bedtime
- Talking as a family about keeping safe online about cyber-bullying and what children should do if they are worried
- Not using phones when crossing a road or doing any other activity that requires a person's full attention
- Making sure children take a break from screens every two hours by getting up and being active
- Policing their use – parents should give their children proper attention and quality family time and never assume they are happy for pictures to be shared

Here is our new guidance if you aren't already aware of it:

New Guidance Spring Term 2019

The use of Mobile Phones and iPads in lessons

Students must not:

- Search any sites or topics other than those specified by staff
- Send any communications or post any material other than that specified by staff
- Film or take photographs without permission from staff
- Listen to music

The use of Mobile Phones and iPads around school

Students must not:

- Use their Mobile Phone or iPad at any other time apart from during lessons

This means Mobile Phones, iPads or headphones should **NOT** be seen or heard at any point during the school day apart from in lessons.

Consequences

The Mobile Device will be confiscated and will need to be collected by an adult.

School can't accept any responsibility for any lost mobile devices. We will obviously help your child to try and find the device but we will not replace it. In PE, students are requested to hand their mobile devices in so that they can be locked away safely. Please advise your children to hand them in so that they are secure.



HEALTHY EATING

LOST PROPERTY

PROMOTING HEALTHY LIFESTYLES

All students are encouraged to eat a healthy balanced diet. Students are therefore not allowed to bring in items such as: large bars of chocolate, family sized packets of crisps, packets of biscuits or any sugar / energy drinks. Chewing gum is not allowed in school.

Parents can't deliver any 'fast food' type meals for their children e.g. fish and chips or McDonalds. This contradicts our healthy eating policy.



No chewing gum

Drinking in lessons

Clear, unflavoured mineral water can be drunk in lessons. This must be in a clear bottle. This is healthy and stops any learning time being wasted discussing what type of drink it is.



Chewing Gum

Our school is owned and managed by a private company. It is no longer owned by the local authority. One of the company's rules is that no chewing gum is allowed on site. Students have been informed of this and are reminded in form time and assemblies.

Please ensure that your child refrains from bringing chewing gum into school.



We keep lost property for up to a half term. If your child has lost an item please encourage them to come and look for it. Writing your child's name on items would help us ensure it is quickly returned. It's also worth considering the amount of money that is spent on school items. Having coats and trainers that are worth £150 upwards aren't necessarily appropriate for school.

AEROSOLS

Deodorants, sprays and perfumes in aerosol and pump containers are not allowed in school. They can act as triggers in susceptible individuals leading to a serious asthma attack, an eczema break-out or a severe migraine. Allergic reactions can be sufficiently serious to place an individual into anaphylactic shock.

The chemicals in aerosol sprays can also cause discomfort and irritation to eyes, nose, skin and upper respiratory tract and they may also impair breathing. The flammable properties of aerosol sprays provide a further risk to staff and student safety if such items are deliberately misused for pranks, causing harm to others and damaging school property.

IMPORTANT DATES

IMPORTANT DATES FOR YOUR DIARY

Half Term

Monday 18th – Friday 22nd February 2019

Easter Holiday

Monday 15th – Friday 26th April 2019

Consultation Evenings

Thursday 4th April 2019 – Year 11

Monday 8th April 2019 – Year 7 and 8

Wednesday 10th April 2019 – Year 9 and 10

Parent consultation starts at 4.00pm and will finish promptly at 6.30pm, last entry into school at 6.00pm