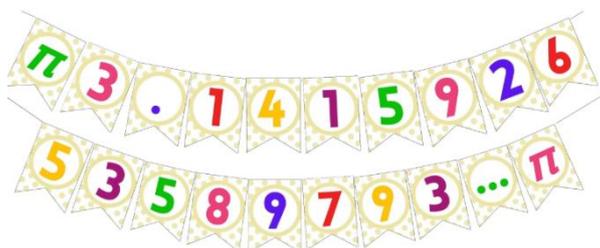




OUR TOP STORIES, THIS WEEK

A random act of kindness

Well done to two of our students, Kalia and Liam. On their way to school on Friday 10th March, Kalia and Liam came across a man who had got stuck in his van. The students came to the rescue by getting some shovels to move the snow from the junction to help get the cars moving again. They also made a path for the carers of a disabled neighbour. We are so very proud of them for demonstrating such community spirit. Very well done indeed.



Pi Day – 14th March

Mr Frost hosted some fantastic pi-related activities, on Tuesday.

In our Pi Challenge, we had Anna Sydney recite 99 digits of pi, narrowly beaten by Cara Dote who remembered 100

digits. As a reward Cara walked away with a massive apple pie.

Visitors to the library on pi day received a pi bookmark, which can be used to keep your place in our new selection of maths books.

British Science Week

The Science faculty at school will mark the annual science week this year, during the week beginning on Monday 27th March. There will be lots of fun activities to illustrate for pupils the value of Science in all our lives.

Year 7 pupils will participate in Science lessons that week based around this year theme which is “Connections”. They will study the connection between the food we eat and climate change, then go on to look at the connection between forces and flight and finally investigate connections within the nervous system.





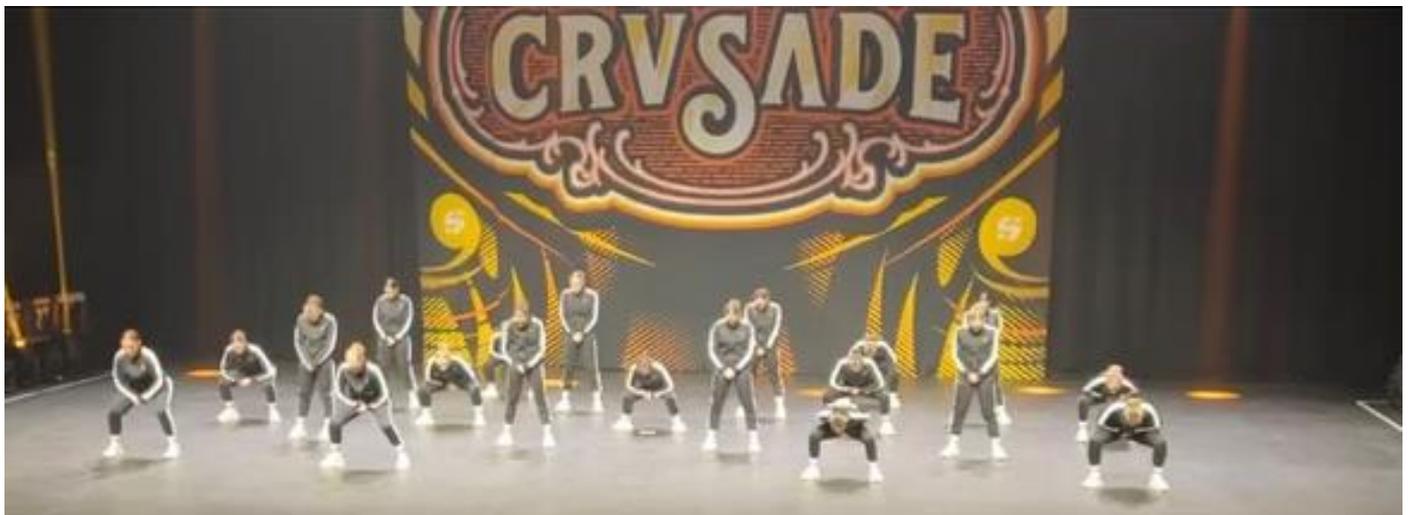
Dance Crusaders

Maisie Riley, Erin Preger and Mae Traynor took part at DC12 crusade dance competition on the 26th February at Hull arena, with their Hip-Hop-All-Girl-Dance-Group from MCR Dance - owned by former pupil, double world Hip hop champion, Miah Maddock-Hodgins.

It was the senior all-girls' second ever competition and they placed first in their category and were also crowned ultimate champions!

This follows on from their success at their first competition last year, where again they came first and were also crowned grand champions.

The following evening, they all met up and waited back at Dance HQ for DC12 to announce live bids for The Allstar world championships in Florida, next year (2024). These bids are only given out to high scoring dancers/teams of exceptional standards of dance and they were awarded a bid for the worlds! An absolutely amazing achievement for any established dance academy, let alone one that is only in their second year of competing! Congratulations girls!



Safeguarding and Securing Even Stronger Attendance

You may be aware that there is a national focus on improving attendance. Guidance was published in May 2022 (***Working Together to Improve School Attendance***) in response to the concerns across the whole country that too many children are missing school and their education.

England's Children's Commissioner, Dame Rachel de Souza, to Parliament only a few weeks ago who has expressed national alarm about the number of children lost to the system, not attending schools and, very recently, the number not attending on a Friday (see below):



“Dame Rachel told the Commons Education Select Committee on Tuesday that 818,000 of the 1.6 million children who were persistently absent across the autumn and spring terms in 2021/22 were off school for reasons other than illness.”

In summary:

- Every school does Attendance Home Visits in line with direct guidance from our Local Authority.
- The school always only takes action on student absence on an individual basis, considering all the issues separately and carefully in each particular case and, at all times, supporting the child to be in school.
- We are working with our local PCSOs on our local authority ‘days of action’ as they have strong links with school and our families in the local area.
- We listen to, support and work with a full range of families as we help them get their child into school and they have expressed real gratitude for our joint working.
- A child who is absent from school but not ill is a safeguarding issue and we would not be doing our job if we ignored that.
- Attendance at our school is significantly above that of schools nationally and it is important we do all we can to help each and every child attend.

Our attendance is currently significantly above national levels in all year groups. However, in an attempt to help those few children who are not ill but who are not attending, we have followed the national guidance to the letter, using the flowchart which comes from the national Guidance on ‘*Working Together to Improve School Attendance*’. And the guidance has been really helpful as our attendance continues to rise and more and more of our children are getting the education they deserve.

Working together to improve attendance from page 8 of the national guidance to us as a school from the Department for Education.:

“Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:

- 1 MONITOR** *Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.*
- 2 EXPECT** *Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.*
- 3 LISTEN AND UNDERSTAND** *When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.*
- 4 FACILITATE SUPPORT** *Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.*
- 5 FORMALISE SUPPORT** *Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.*
- 6 ENFORCE** *Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil’s right to an education.*

Our Attendance Team **has already been highly successful** in monitoring, expecting, listening, understanding and formalising support for the small number of parents who are genuinely struggling to get their child back into school. We have had major successes and real gratitude from those mothers and fathers.



But we also have a duty to 'expect' and 'enforce' when a child is not ill but is not attending.

We are very proud of our children and their high levels of commitment. But there are a very small number who are not ill and who are not attending at the moment. We are lucky that our attendance picture is far higher in this regard than the national picture in England at the moment, and we hope that all parents, children and staff will support the national drive to help get all children back into education, where they belong and can be taught and cared for.

POWER OF LANGUAGE

Living In A World Full Of Distractions, How We Can Encourage Children to Read?

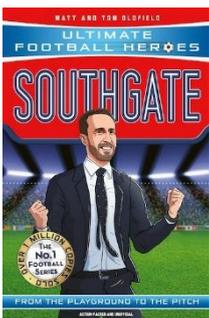


A book was once the best way a teenager could escape from reality and get immersed in a great story. Fast forward to present day where we live in a world dominated by phones, tablets, video games, social media, Netflix, and YouTube. Reading for pleasure, for some, has become less prevalent due to other methods of entertainment.

One way of re-engaging children in reading is in using the child's love of sport to encourage reading for pleasure, this can be especially helpful for reluctant readers. There are so many stories about all kinds of sports, fiction and non-fiction. This week's premier league matches can be used as a motivator to help entice children to read for pleasure and to explore books on sport and more specifically football.

We are dedicated to encouraging reading for pleasure and promoting children's literacy through their love of sport at Mossley Hollins and we have an incredible range of books with sports themes in our Library. We have great books covering favourite sport stars from all backgrounds. These include the Ultimate Football Heroes books, which are shorter in length so are a great quick read, perfect for those who find bigger books overwhelming. Ultimate Football Heroes is a series of biographies telling the life stories of the biggest and best footballers in the world and their incredible journeys from childhood fan to superstar professional player. Written in fast-paced, action-packed style these books are perfect for all to read, mums and dads included!

This week our librarian recommends :



Southgate

Gareth Southgate was once just a boy with a big England dream. But he knew he couldn't get there without hard work. He trained every day, honed his defensive qualities and quickly became a formidable centre-back for club and country. He went on to guide Middlesbrough, as captain, to a first major trophy in 128 years! His leadership qualities as a player would transform him into a manager.

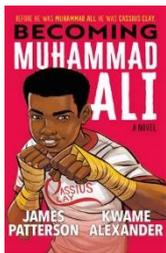
Discover how Southgate put the penalty pain of Euro 96 behind him and inspired the Three Lions through his kindness, tactical rigour and positive mindset, to their first ever the UEFA Euro final.



Manners + Hard work + Honesty = Success



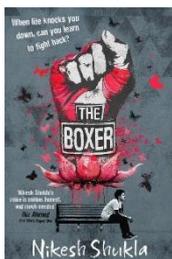
Becoming Muhammad Ali



Before he was a household name, Cassius Clay was a kid with struggles like any other. Kwame Alexander and James Patterson join forces to vividly depict his life up to age seventeen in both prose and verse, including his childhood friends, struggles in school, the racism he faced, and his discovery of boxing. Readers will learn about Cassius' family and neighbours in Louisville, Kentucky, and how, after a thief stole his bike, Cassius began training as an amateur boxer at age twelve. Before long, he won his first Golden Gloves bout and began his transformation into the unrivalled Muhammad Ali.

Fully authorised by and written in cooperation with the Muhammad Ali estate, and vividly brought to life by Dawud Anyabwile's dynamic artwork, *Becoming Muhammad Ali* captures the budding charisma and youthful personality of one of the greatest sports heroes of all time.

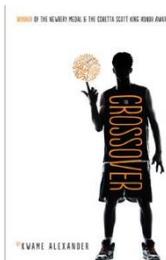
The Boxer



Told over the course of the ten rounds of his first fight, this is the story of amateur boxer Sunny. A seventeen year old feeling isolated and disconnected in the city he's just moved to, Sunny joins a boxing club to learn to protect himself after a racist attack. He finds the community he's been desperately seeking at the club, and a mentor in trainer Shobu, who helps him find his place in the world. But racial tensions are rising in the city, and when a Far Right march through Bristol turns violent, Sunny is faced with losing his new best friend Keir to radicalisation.

A gripping, life-affirming YA novel about friendship, radicalisation and finding where you belong.

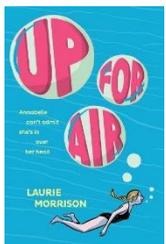
Crossing



With a bolt of lightning on my kicks . . . The court is SIZZLING. My sweat is DRIZZLING. Stop all that quivering. Cuz tonight I'm delivering'.

12-year-old Josh and his twin Jordan have basketball in their blood. They're kings of the court, star players for their school team. Their father used to be a champion player and they each want nothing more than to follow in his footsteps. Both on and off the court, there is conflict and hardship which will test Josh's bond with his brother. In this heartfelt novel in verse, the boys find that life doesn't come with a play-book and it's not all about winning.

Up For Air



A novel about competitive swimming, changing friendships, and finding your place.

Thirteen-year-old Annabelle struggles in school, no matter how hard she tries. But as soon as she dives into the pool, she's unstoppable. She's the fastest girl on the middle school swim team, and when she's asked to join the high school team over the summer, everything changes. Suddenly, she's got new friends, and a high school boy starts treating her like she's somebody special-and Annabelle thinks she'll finally stand out in a good way. She'll do anything to fit in and help the team make it to the Labor Day Invitational, even if it means blowing off her old friends. But after a prank goes wrong, Annabelle is abandoned by the older boy and can't swim. Who is she without the one thing she's good at? Heart-warming and relatable, *Up for Air* is a story about where we find our self-worth.

Encourage your children to read the sport pages of newspapers and even menu boards at the match! Any reading is good reading!





Credit: Premier League

Raheem Sterling's favourite book *Holes* by Louis Sachar (available in our library now).

Today a reader tomorrow a leader.

DATES FOR YOUR DIARY

(Please see our website for further details)

Monday 20th March
Monday 27th March
Tuesday 28th March
Thursday 30th March
Friday 31st March

Year 9 T2 Assessments begin
Year 8 T2 Assessments begin
Dance Show
Year 7 Parents Evening
School closes for Easter Break at 1:15pm

IMPORTANT INFORMATION FOR YEAR 11

EXAMINATION COUNTDOWN

07 **WEEKS**

Easter Revision sessions for year 11

This Easter we will be providing a range of revision sessions for our year 11 students.

Invites will go out to each student stating which sessions they need to attend.

Teachers have been carefully marking and moderating the recent PPE papers and we will be inviting those students who need some further support in the lead up to their final exams which will begin 4 weeks after we return from the Easter break.



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Date	Session	Subject	Staff
Mon 3rd April	9.00am - 11.00am	Maths	LHD, LH, MF, RL, CBY, SBR
	11.15am - 1.15pm	Geography	RHO
Tues 4th April	9.00am - 11.00am	History or PE	BKI PE VDo JM
	11.15am - 1.15pm	History	BKI
Wed 5th April	9.00am - 11.00am	Religion and Worldviews	RHA
	11.15am - 1.15pm	Religion and Worldviews	RHA
Thurs 6th April	9.00am - 11.00am	Art	RHD
	11.15am - 1.15pm	Art	RHD
	9.00am- 3.00pm	CIM	HM
Tues 11th April	9.00am - 11.00am	Media Studies and Food	MO, HD
	11.15am - 1.15pm	English	EU, MOD, MO, SB
Wed 12th April	9.00am - 11.00am	Spanish	JS, SD, VC, AM
	11.15am - 1.15pm	Spanish	JS, SD, VC, AM
Thurs 13th April	9.00am - 11.00am	Science	SWA, EM, LT, HS
	11.15am - 1.15pm	Science	LT

WHY USE GCSEPOD?

What is it?

- One website, 3 apps and over 6000 Pods.
- Content produced specifically for mobile devices, tablets and PCs.
- Designed to squeeze exactly the right knowledge needed for exam success into short 3-5 minute chunks.
- Helps with learning, homework and revision.
- For years 10 and 11 only.

It will help your child get organised. Your child can create personal playlists to listen to in the run-up to an exam, to help with homework or on the go to help consolidate learning. The viewing history feature enables your child to return to Pods they found useful. There's also a 'Favourites' playlist, which enables them to easily return to Pods on areas they may be finding difficult. Premade exam specific playlists, available in the 'My Courses' area are neatly organised meaning your child can manage revision quickly and easily whilst prioritising their time.

Beating exam stress

SUPPORT YOUR CHILD ON THE PATH TO SUCCESS



Your child's school has invested in the award winning resource, GCSEPod, to help your child reach their goals!

Join the thousands of parents/carers encouraging their children to use GCSEPod to support learning, homework and revision.

- ▶ Proven to increase results
- ▶ 28+ exam mapped subjects
- ▶ Available online and offline
- ▶ Audio visual content
- ▶ Builds confidence
- ▶ Independently accessible assessments

Want to find out how you can support your child more with GCSEPod? Then join one of our free webinars by registering here: <https://www.gcsepod.com/podup-presents-webinars/>

"The correlation between success and failure was made almost 100% clear by the use of GCSEPod."

Head of MFL
at Yateley School

"I found GCSEPod especially useful to compliment my knowledge and I'm certain it helped me secure the grades that I have been so happy to receive."

Student

"My daughter used GCSEPod for her GCSEs and was very successful with her results, she absolutely loved your Pods and this style of revising."

Parent

Student Activation

Please follow these instructions if your child has not yet activated their GCSEPod account

1. Go to GCSEPod.com and click 'LOG IN'
2. Click 'New to GCSEPod? Get Started'
3. Enter your child's details and confirm the name of the school they attend
2. Create a username and password

For more information please visit www.gcsepod.com/parents



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If you wish to access guidance to help your child beat exam stress you may find this link useful :
<https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/>

Your post-16 options

If you currently have a child in year 11, you may find this website useful for discussing options going forward:
<https://nationalcareers.service.gov.uk/careers-advice/career-choices-at-16>

UPDATED TERM DATES 2022-23

In light of the announcement of His Majesty's coronation on Saturday 6 May 2023, an additional bank holiday has been announced on Monday 8 May. School will therefore be closed on this day.

The HPV 2 Vaccinations which were scheduled for this date will be rearranged. The new date for these will be communicated when they have been confirmed.

OUR REMINDERS AND MESSAGES

Behaviour and Conduct in the Community

The overwhelming majority of our students are excellent ambassadors for our school when in the community and we receive many more compliments about their conduct than complaints, which are rare. However, we want to make it clear that we always challenge and sanction any negative behaviour from our students in the community, that does not meet our high standards.

Chewing Gum

We would like to make it clear to all parents/carers and students that chewing gum is a banned item at Mossley Hollins High School. Any student found to be chewing gum in the building will serve Removal for a day. There are a number of reasons behind this, including the mess that it leaves behind, the difficulty of removing it from our carpets, chairs, desks and tarmac outside and more importantly, the distraction to learning and the negative impact it can have in the classroom. After feedback from our student council and teaching staff, we did adapt our behaviour policy and made the decision to reduce the sanction for chewing gum at Mossley Hollins High School from a fixed term exclusion to Removal from lessons and social time for a day. We have the highest of expectations of students at Mossley Hollins High School and as always we really appreciate the support from parents and carers with this matter.

Mobile Phone Policy

Our mobile phone policy, which has been in place for many years, is generally very well complied with and we are grateful for the support of parents/carers and students. The school is a sociable place during break and lunchtime as a result of this policy, which requires that mobile phones/devices are not seen, heard or used during the school day or on the school premises. We have had a couple of instances recently where students have used phones during the school day, including to call parents. Where it comes to our attention that a student has used a phone, we will take action as this is a breach of our rules. This does include calls made to parents; if a need for a student to call a parent arises during the day they should speak to their head of year or the office staff who will make arrangements for this to happen, where appropriate, through the school office.



LIFE SKILLS AND CAREERS AT MOSSLEY HOLLINS

Life Skills in form Time

Please note, year 11 will no longer undertake Life Skills in form time in order to focus on essential revision sessions in this time.

Redgrave (year 7)	Faraday (year 8)	Bronte (year 9)	Nightingale (year 10)
Tuesday	Friday	Thursday	Friday

The timetable below shows the theme for Spring Term 2 and the topic for the first week:

Year Group	Theme	Week 4
Year 7	Healthy Bodies	Anti-vaxxers
Year 8	Careers	A career in construction
Year 9	Qualifications and career routes	T- levels
Year 10	Mental Health	Self esteem

Please note, year 11 no longer undertake Life Skills in form time in order to focus on essential revision sessions in this time.

If you would like to talk to your child about future careers, you may find this website valuable:

<https://www.bbc.co.uk/bitesize/careers>

If you would like to talk to your child about mental wellbeing, you may find this website valuable:

https://www.bbc.co.uk/bitesize/articles/zy3yf82?utm_source=google&utm_medium=cpc&utm_campaign=mental-health

Future Life Skills Days

Future Life Skills Days

Due to the unexpected partial school closure on Friday 10th March, the year 9 Life Skills Day has been postponed. We will notify you of the rearranged date at the earliest possible convenience.

On this day, year 9 pupils will participate in a Life Skills Day that will include the following sessions:

1. First Aid- Basic Life Support
2. Gang Awareness: Pressure, exit-strategies and support
3. Knife Crime Awareness
4. Looking Ahead- Potential Future Careers
5. Safe Sexual Relationships

On that day, year 9 will remain in their normal year 9 classes and rooms for that day with their usual class teacher.



Tuesday 18th April 2023- Year 8 Life Skills Day – this will include the following sessions:



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- Period 1: Consent
- Period 2: Alcohol and Risky Behaviour
- Period 3: Assembly (as normal)
- Period 4: Citizenship – Parliament and Monarchy
- Period 5: Peer on Peer Abuse
- Period 6: Medication and Health – Antibiotics

Though pupils will remain in their normal scheduled classes there may be some changes to the staff teaching the session.

If you have any queries regarding our Life Skills curriculum or our Pastoral Programme please contact Ms M O'Donnell at m.o'donnell@mossleyhollins.com

Year 10: Futures Week

Later this year, all year ten students will take part in Futures Week. As part of the week, students will get to...

- ... visit Tameside or Clarendon Sixth Form College
- ... visit Ashton Sixth Form College
- ... visit a local university
- ... participate in Careers events in school, including a mock interview.

On **Thursday 6th July 2023** students will visit either Tameside College or Clarendon Sixth Form College. To ensure the day is your relevant to your child, students have been asked to make choices as to the sessions they will do on the days.

Next half-term, we will write to you to provide more details about the visits.

Careers Education: Online Careers Service for Your Child

<https://gmacs.co.uk/schools>

The Greater Manchester Apprenticeship and Careers Service works alongside Xello to provide a trusted and balanced source of careers information in one place.

Xello will provide interactive assessments to help students understand their strengths, skills, and unique interests and give access to hundreds of career profiles.

To access Xello, students need to go to the [GMACS website](https://gmacs.co.uk/schools), click on the careers plan tab and then log-in using their school email address as username, and date of birth (ie ddmmYYYY) as password.

Other useful websites

National Careers Service

<https://nationalcareersservice.direct.gov.uk>

Students can explore, research and develop their career ideas linking subjects to possible careers.

UCAS

www.ucas.com

For early research into entrance requirements for university.

Apprenticeships

www.apprenticeships.org.uk

information, advice and vacancies.



E-Safety: Protect yourself on the Internet: remember the GOLDen rules.

Ground rules

1. Keep information private – think, would I tell this to a stranger?
2. Agree rules about meeting online 'friends' in real life
3. If it's not acceptable in real life it shouldn't be acceptable online

Online safety

1. Use anti-virus and monitoring systems
2. Know where to get advice – see below
3. Activate security and privacy settings

Location

1. Internet access should be in a family room, rather than a bedroom
2. Know that Internet access can be gained by the use of other devices; such as gaming consoles, mobile phones or the neighbour's wireless internet connection

Dialogue

1. Talk to your parents about your internet use
2. Talk to your parents if you have a problem or feel uncomfortable



Top Tips for Adopting SAFE & HEALTHY ONLINE HABITS

Everyone has so much going on in their lives, and that includes children: from exams and deadlines to anxiety and mental health struggles. It's quite easy to send memes, make jokes and vent online about the things that irritate us, but when was the last time you – or your child – took a moment to share something kind or positive instead? In fact, when did you last stop and think about your family's online activities? To help keep them safe and teach them healthy online habits, we need to develop our children's digital resilience. There are lots of ways that children can become more digitally resilient, and we've pulled together some popular strategies here ...

WHAT IS DIGITAL RESILIENCE?



Resilience doesn't mean being so tough that nothing gets to you, and it's not about "putting up with things" either. Instead, it's the ability to recover from setbacks. Everyone feels sad, worried, scared or upset at times: it's how we respond and adapt to those situations which is important. Digital resilience is about making choices that keep us safe and happy online, even when we're exposed to something negative or upsetting. Building your child's digital resilience will help reduce the impact of potential risks as they engage with and navigate around the online world.

MAKE POSITIVE LIFESTYLE CHOICES



- ✓ Make time for the people and things that make you happy.
- ✓ Monitor your screen time and stick to your limits.
- ✓ On social media, follow people that make you feel good about yourself – and unfollow the ones who don't.
- ✓ Spread some positivity: post good reviews, leave encouraging comments and share good news.

KEEP YOUR HEALTH IN MIND



- ✓ Try to factor in regular breaks offline and away from your screen – ideally, outdoors for some revitalising fresh air.
- ✓ Exercise is a brilliant stress-buster: even a walk around the block, a bike ride or a stroll to your local shop can really work wonders.
- ✓ Be strict with yourself about putting devices away in plenty of time before bed: they can interfere with a good night's sleep, which is essential for staying healthy.

REACH OUT FOR SUPPORT

- ✓ If you have a problem online, don't be afraid reach out to specialist people or organisations that could help.
- ✓ Follow people on socials who have the same values and morals as you.
- ✓ You could always talk to a friend, or a trusted adult like a teacher or family member for some advice.

PUT SAFETY FIRST



- ✓ If you see something online that upsets or worries you, tell a trusted adult about it as soon as possible.
- ✓ You could also report the content that's making you feel uncomfortable to the site or app that you saw it on, so they can look into it.
- ✓ Another option is to block the person or the account that's causing you a problem – or you could go one step further by totally deleting the app you were using.

GET THINGS CLEAR IN YOUR HEAD



- ✓ Ask yourself what kindness online actually looks like. Can you remember the last time someone was kind or supportive towards you online? What did they do?
- ✓ Think about how it makes you feel when someone sends you a positive or funny message online.
- ✓ What about the opposite: has someone ever been deliberately unkind to you online? What did they do and how did it make you feel?
- ✓ If someone's behaviour online is causing you stress, try to remind yourself of all the steps you can take if a person's being unkind online.

Meet Our Expert

Cayley Jorgensen is a registered counsellor with the Health Professions Council of South Africa, working in private practice to offer counselling to children, teenagers and young adults. She is the founder of *Engage Support*, a mobile app focusing on mental health awareness with the goal of providing resources and solutions to schools worldwide.



NOS National Online Safety®

#WakeUpWednesday

@natonlinesafety

/NationalOnlineSafety

@nationalonlinesafety

@national_online_safety

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MENTAL HEALTH AND WELLBEING

Mental Health and Wellbeing

The safety and wellbeing of our students is our highest priority. We offer a number of support streams for our students to reach out to if they ever feel anxious, overwhelmed, stressed, worried or lonely. All the details of our Mental Health and Wellbeing support streams can be found under the student tab of our website:

www.mossleyhollins.com/students/mental-health-and-well-being/

Self Harm

nshn
National Self Harm Network
Self-Harm Network <https://www.nshn.co.uk/>

SHARE
Self-Harm Awareness & Recovery - Support group in Manchester
Tel: 0161 226 5412 / 07876 166 625

Papyrus
National suicide prevention charity. Tel: 0800 068 41 41

Drugs and alcohol

SMOKEFREE
Tobacco <https://www.nhs.uk/smokefree>

YOUNG MINDS
Young Minds: <https://youngminds.org.uk/find-help/looking-after-yourself/drugs-and-alcohol/>

My Recovery Tameside:
<https://www.changegrowlive.org/my-recovery-tameside>
You can also phone or email: 0161 672 9420 or email tameside.referrals@cgl.org.uk

Or if you live in Manchester: 0161 839 2054 from 09:00 - 17:00 on weekdays or email ecypsemanchester@cgl.org.uk

TALK TO FRANK
Talk to Frank: <https://www.talktofrank.com/>
0300 1236600

General
Concerns in or out of school? Use the the Confide reporting tool to report any concerns.

MOSSLEY HOLLINS HIGH SCHOOL

childline
Childline- general support for young people.
Call 0800 1111 or visit <https://www.childline.org.uk/>

THINK KNOW
Think you know: <https://www.thinkknow.co.uk/>

Mental Health and Well-being

Off the Record: Suitable for children and young people aged 10-25 in Tameside who are experiencing mental health difficulties such as anxiety, worry, low mood, bereavement, bullying and stress etc. www.otr-tameside.org 0161 355 3553

Samaritans
www.samaritans.org
Freephone: 116 123
Text message: 07725 90 90 90

Beat
Eating Disorders B-eat – Eating Disorder Charity
www.b-eat.co.uk
Tel: 0845 634 141

mind
Mind: Suitable for young people aged 8-18 years struggling with different issues such as anxiety, worry, low mood, stress, bullying etc.

Sexual Health and Well-being

YOUthink are a specialist team for sexual health intervention and prevention, which focus on improving young people's sexual health. The team is made up of youth workers who offer FREE one to one individual support to young people aged under 25 to access local contraception and sexual health services. The service also offers a variety of services including: pregnancy testing, condom distribution, advice and support.

The Service is confidential and designed to keep young people SAFE and not judge.

To contact YOUthink about any sexual health issue, or ask a question about services, Monday to Friday 9.30am to 4.30pm:
Tel: 0161 342 5600 or 0161 342 5671 or 0161 342 5672 and ask to speak to someone from the YOUthink team.

Or visit 31 Young People's Centre, Clarence Arcade, Ashton-under-Lyne, OL6 7PT. LGBT Foundation is a national charity delivering a wide range of services to lesbian, gay and bisexual and trans (LGBT) communities.
<https://lgbt.foundation/> Advice Support & Information 0345 3 30 30 30

LGBT foundation

SEXWISE – online honest advice about contraception, pregnancy, STIs and pleasure.
<https://www.sexwise.fpa.org.uk/>

Sexual Assault:
<https://www.sexwise.fpa.org.uk/where-to-get-help/sexual-assault-services>

Domestic Abuse

Refuge
Refuge <https://www.nationaldahelpline.org.uk/>
0808 2000 247

OUR SERIOUS CONCERNS ABOUT VAPING

We have serious concerns regarding students vaping (using electronic cigarettes). Students have been observed in school uniform smoking/vaping near to our school grounds or on public transport.

Vaping is prohibited at all public transport stops and stations in Tameside and on transport to and from school. Any student found vaping will be in serious trouble at school and their parents/carers will be notified.



Health risks associated with Electronic cigarettes (E-cigarettes)

- Can contain high levels of nicotine. Adolescence is a critical period for brain development and exposure to nicotine can have long-term health consequences, impacting memory, attention and learning.
- E-cigarettes (Vapes) are often available in different flavours which can be appealing to young people and may expose them to chemicals and toxins such as formaldehyde, heavy metals, particulate matter and flavouring chemicals, at levels that have the potential to cause adverse health effects.
- Sometimes vapes are disguised as USB's, pens and cosmetics.



Manners + Hard work + Honesty = Success



- Second-hand smoke exposure can cause disease and premature death in children and adults who do not smoke. Specifically, children exposed to second-hand smoke experience a range of upper and lower respiratory illnesses and symptoms such as colds and flu, cough, phlegm production, wheezing and pneumonia.

Your support

There are ways you can help protect your children and support our school community. These include:

- Talking to students about why smoking/vaping are harmful for them.
- Learning about the different types of e-cigarettes available and the risks associated with using these products. We recommend that you have a look at images of vapes above and online to familiarize yourself on what they can look like.
- Report anyone you see vaping or anyone that has an e-cigarette with them in school. Please contact the child's Head of Year or a senior member of staff immediately.

CONTACTING SCHOOL

Ensure notifications are on for School Gateway app

As a school we are looking at ways to reduce costs, one area highlighted is the amount we are spending on text messages.

Even if you have the School Gateway app you must ensure that you are logged in all the time and have push notifications manually turned on for this app within your phone settings. Every device will have other settings that can affect push notifications (for example, battery optimisation, which prevents some devices from receiving push notifications when the battery is below a certain percentage).

Please also ensure that you are running on the latest version of the app, which can be confirmed in the Play Store or App Store. If you are still not receiving notifications and have followed the guidance below, you would need to refer to the help guide for your specific device and/or contact your device manufacturer:

If both parents\carers are registered on Gateway please ensure that each registered user is using the School Gateway app.

Guidance for switching on notifications:

Apple

1. On your phone, go to settings
2. In here, scroll down to the 'Notification Centre'
3. Select School Gateway
4. In here, ensure that under the heading 'Notification Centre' is switched on
5. Close the screen; you will now receive notifications when new app messages come through



Huawei

1. Tap the Apps icon on your home screen
2. Tap settings
3. Tap Apps or App Manager
4. Scroll down and tap School Gateway
5. Tap Notifications
6. Confirm 'Block all' is toggled OFF (Samsung / other devices - toggle 'Allow Notifications' ON)
7. Restart your device



Android

1. On your phone go to Settings > Applications Manager
2. Scroll down the list of apps until you find School Gateway and select it
3. In here there will be a tick box that says 'Show Notifications'. Ensure this is selected

Samsung

1. On your phone got to Settings > Notifications and Status Bar > Notifications Centre
2. Scroll down your list of apps until you find 'School Gateway' and select it
3. Activate 'allow notifications' and also 'priority display'
4. Restart your device



4. Close the screen; you will now receive notifications when new app messages come through.



5. You will now receive notifications when new app messages come through.

Making contact with your child's Head of Year (Progress)

Please ensure that you use the new email address listed below to make contact with your child's Head of Year (Progress) for any questions or concerns you may have. The relevant Head of Year will ensure that you receive an acknowledgement or reply within 48 hours. Unless a phone call is urgent or is in relation to a serious safeguarding concern, parents/carers will be directed to email the relevant Head of Year on the new email addresses below:

Classof2023@mossleyhollins.com – Year 11 – Mr Beaumont

Classof2024@mossleyhollins.com – Year 10 – Mrs Burns and Mr Howarth

Classof2025@mossleyhollins.com – Year 9 – Miss Fogg

Classof2026@mossleyhollins.com – Year 8 – Mr Hayward

Classof2027@mossleyhollins.com – Year 7 – Mrs Allwood-Smith

If you phone or write to a member of our staff and you do not get an acknowledgement or reply within 48 hours, we ask that you contact the Headteacher's PA, directly, letting them know who you contacted and what your concern or question was, the Headteachers PA will ensure you get a reply within the next 24 hours. Please write by email to heads.pa@mossleyhollins.com giving details of which member of staff you have contacted and what your question, concern or request is.

This facility can only be used if you have first followed the correct channels and not received an acknowledgement and reply by the end of 2 working days. The Headteacher's PA will not be able to help before that stage.

OUR VACANCIES AND TRAIN TO TEACH OFFER

Train to Teach

Train to Teach with us here at **The Tame River Teaching & Curriculum Institute** through School Direct in partnership with **everyonelearning@ Hawthorns Kingfisher**.

We are currently recruiting for **Biology, Chemistry, Physics, English, Geography, History, Maths, PE with Ebacc, Art, RE, Design & technology, Computer Science and MFL**. We lead and host training and placements in strong schools at secondary and primary level. Bursaries may be available.

For more details, please contact eduggan@tret.org.uk or look at the **Train to Teach** Section of the Trust Website: www.tret.org.uk

