



OUR TOP STORIES, THIS WEEK

Exceptional Musical Success for Cara

We are pleased to report a first for Mossley Hollins and an achievement that is truly exceptional and, for the vast majority of schools, unheard of: ***Cara Dote (Year 11) has successfully gained a distinction for her grade 8 cornet examination!***



During the last half term break, Cara Dote and Mr. Beardmore recorded a recital for a performance examination for the Associated Board of the Royal Schools of Music, grade 8 cornet examination.

Grade 8 is the highest and most difficult practical exam with no exams beyond this one - such is the difficulty of the music on the syllabus that candidates select from.

Cara performed a twenty-minute programme of four pieces, with piano accompaniment. The recording was sent to London to the ABRSM for assessment. Assessment at this level is extremely critical with only the highest standards of playing deemed good enough for a pass grade.

Following the assessment process, Cara was informed that she had gained a pass with a distinction - the highest possible pass given by the ABRSM.

This is truly exceptional and a first in the history of Mossley Hollins! We are all so proud of Cara's achievement.



Year 11 Lord of the Flies Theatre Trip

On Tuesday, 106 of our year 11 students visited Leeds Play House to watch a performance of *Lord of the Flies* – a text they are currently studying for their English Literature GCSE.

The students behaved impeccably throughout the day and expressed how much they enjoyed this modernised performance which used interesting sets, props and a superb, diverse cast.

“The lengths that the school went to, to ensure that my son could travel and be seated safely in the theatre following his recent injury, dislocating his knee was greatly appreciated. He really enjoyed the day and the special treatment of being in the box! As his mum I felt reassured knowing he was so well looked after.”

The Office For Standards in Education Inspect (OFSTED) MHHS

How was it done?

On Monday the school received a phone call telling it of the above full 'Section 5 Inspection' on Tuesday and Wednesday of this week. This inspection was long over-due as the school was last inspected in 2014. His Majesty's Inspector was joined by 3 other inspectors and they selected at random, from the school roll, groups of students to meet in private over the two days: students from disadvantaged backgrounds; students with identified special educational needs; a single-sex girls' group; students they selected in year 7, 8, 9, 10 and 11, without any say from the school. The students they selected from particular year groups for the focused lesson meetings, were observed in lessons and were asked to bring their books for work scrutiny. Staff were not present.

The HMI informed the school that the Ofsted team studied all the feedback given directly to them by real Mossley Hollins parents and carers by phone calls, email, survey, text and letter and spoke with any parent or student who requested a meeting. They met with governors and representatives from our Associate Membership of the Trust. They met with new teachers and trainee teachers in the school. They selected teachers to meet. They spoke to the Assistant Director for Education and the Local Authority Designated Officer (LADO) for safeguarding and child protection at the local authority. They spoke directly to students of their choice before school, at break and lunchtime and in lessons. During an inspection of schools, the school is not permitted to select the students. The inspectors make that choice from the school roll.

They studied the school documentation and evaluated directly the school's current performance in: Safeguarding, academic standards, Special Educational Needs (scrutinising provision for children in Educational and Health Care Plans and Learning Support Plans), careers', attendance, behaviour, suspension, removal, alternative provision, personal development, safety, Character, Co-Curricular and clubs (visiting some clubs in action and the student well-being



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room), pastoral work, the On Board Centre, mental health and social and emotional health. They observed lessons and chose 6 subjects to do their 'Deep Inspection Dive' into: watching lessons, speaking to students, looking at books, meeting the teachers in these subjects. They met subject leaders and faculty leaders. They interviewed senior leaders on school strengths and current areas for improvement, studied the school's self-evaluation and school improvement plan, and kept in touch in face-to-face meetings with the headteacher and Executive Headteacher on things they thought were going well and areas that required further exploration and/or closer scrutiny, throughout the two days. As happens in every full Section 5 Inspection, at very short notice they told the school to provide more on information on anything asked of the school (attendance that day, any suspension, etc) and spoke to who they wanted, when they wanted, visiting any area of the school they wanted. Just as it should be.

How did it go and when do we find out?

The final report has to be quality assured by the central Ofsted Team before it is published. The school will be notified of the publication date and the date that it must be shared with parents, students and staff. There will, no doubt, be things to commend and things to improve and we are very keen to listen to students and parents' constructive feedback on what the school does well and what it can do to improve.

Year 7s Team Up with Mossley Litterbugs

On Monday the 20th March, the year 7 JASS students teamed up with Mossley litterbugs who were represented by our very own Mossley Hollins School Governors, Chris Lyness and Catherine Franc, to carry out a community litter pick in the local area.

Catherine and Chris have worked previously in the year with the JASS students and they were welcomed back with delight. This time, the students split up into two teams of ten to cover both Winterford road and Huddersfield road. After an hour of picking, the students filled up nearly fifteen bin bags of rubbish which were mainly sweet wrappers, bottles and disposable vapes.

The year 7 JASS students are proud of their community and are continually looking for ways to make living here more enjoyable. Their message is simple - "Please do not litter, you live here too. Thank you".



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The Big Sing

Our MCSP (Mossley and Carrbrook Schools Partnership) Big Sing event took place on the afternoon of the 23rd March at Mossley Hollins High School.

This event is designed to bring together primary and secondary schools to sing and to promote singing as an art form.

The schools which took part are Buckton Vale, Livingstone, Micklehurst All Saints, St Joseph's and Mossley Hollins.



Each group prepared and performed pieces for the other schools, interspersed with fun learn-on-the-day songs lead by a vocal tutor.

The afternoon finished with a joint piece of 'Under the Sea' for all 150 pupils to perform together.

This event continues to strengthen the musical links between our school and our primary partners, encouraging collaboration, facilitating transition and providing development for attending staff regarding new repertoire, song leading / teaching skills.

British Science Week Book Club

British Science week took place from 10th-19th March. We kicked off the week in style with the students involved in the "British Science Week Book Club" heading over to Droylsden Academy to discuss their thoughts on the *This Book Will Save the Planet* by Dany Sigwalt. The winner from Mossley Hollins was Emma Catherall.

Here are her thoughts on the book:



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My Book Report

-This Book will save the Planet

Written by Dany Sigwalt

Illustrated by Aurelia Durand

This non-fictional, sixteen-chapter book written by Dany Sigwalt and illustrated by Aurelia Durand is full of factual information that is used to hook the reader. It is a book about how climate change and injustice link.



This is the front cover of the book. Instantly, people will be attracted to this because it is made up of very bright colours and lots of images. However, this could be slightly misleading since it may not get the point across that the book is about the negative topic of climate change

and the devastating impact it has on some people's lives. Nevertheless, this could be argued as it is about coming together to resist climate change, which is a positive thing.

In my opinion, the book was good as it is very factual and helpful to learn about the effects of climate change and why it is happening. There are lots of statistical features too, for

example, "75% of 3000 plants are active against cancer cells", which is quoted in Chapter four. This is a very good feature to use as it will make the reader trust Dany because the statistics are the truth and so cannot be argued with. I also enjoyed how Dany made her opinions sound like facts to engage the reader into believing her. For example, "A key element of our climate story rests in our relationship with land". On the whole I think this book was good but got a bit repetitive at some points. In addition, I believe that this book is very opinion based and some sections might not be entirely factual, even though this is what is being portrayed.

Another positive feature of the book is the fact that at the end of every chapter is an activity which is interactive and engaging for the reader as it is aimed at younger audiences. In addition, the book includes lots of questions which implies that Dany is speaking directly to the reader and so they will feel involved in the book. An example of this is the quotation, "So what is 'climate'? Let's break it down'.

Toward the end of the book, there is a conclusion and a glossary. The conclusion sums up what has been said in a summary type of format. This is important as it is the last thing that the reader will take away from the book and so has to be the main idea. The title of the conclusion is "What will save the planet?". This is good as it will encourage the reader to make a change as that is what they will remember from the book. The glossary is also a key feature as that means the

reader can find out what a word means without looking away from the book and will help them to understand the book thoroughly.

Overall I would rate this book a three and a half out of five stars.



On Amazon this book is rated 3.8 stars out of five. The reviews often mention the fact that the book includes a lot of information for young people and engages the reader using colourful designs and illustrations.

By Emma Catherall

Congratulations for their participation to:

Finlay Smith
Finley Hibbert
Maxwell Guy
Seth Procter

Dylan Pallister
Megan English
Emma Catherall
Charlotte Rhodes

Isabella Robinson
Anna Sydney

DATES FOR YOUR DIARY

(Please see our website for further details)

Monday 17th April

Monday 17th April – Thursday 20th April

Tuesday 18th April

Monday 24th April – Thursday 27th April

School Reopens for Summer Term

GCSE Art Exams

Year 8 Life Skills Day

Year 7 PGL Trip

POWER OF LANGUAGE



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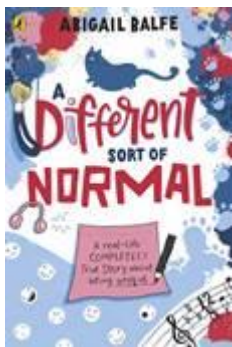


Join us for a colourful week of reading

World Autism Acceptance Week 2023 is from 27th March to 2nd April. World Autism Acceptance Day itself is on Sunday, 2nd April. This week exists to raise acceptance of autism, work towards building a more inclusive world to help improve the lives of autistic children and people in the UK and around the world.

We believe that books are a great way to raise awareness and improve understanding of different experiences that build empathy and understanding of our diverse world that allow our students to walk in someone else's shoes. We have a large range of children's and teens' books that feature characters who are on the autistic spectrum. We also know how important it is for children to see themselves reflected in books, this builds belonging, confidence, self-esteem and a sense of pride. We have curated a library collection that is diverse and that is representative of all students.

This week in support of Autism awareness Week the librarian recommends:



A Different Kind Of Normal

The beautiful true story of one girl's journey growing up autistic - and the challenges she faced in the 'normal' world.

I'm not like the other children in my class... and that's an actual scientific FACT.

Hi! My name is Abigail, and I'm autistic. But I didn't know I was autistic until I was an adult-sort-of-person*.

This is my true story of growing up in the confusing 'normal' world, all the while missing some Very Important Information about myself.

There'll be scary moments involving toilets and crowded trains, heart-warming tales of cats and pianos, and funny memories including my dad and a mysterious tub of ice cream. Along the way you'll also find some Very Crucial Information about autism.

If you've ever felt different, out of place, like you don't fit in... this book is for you.



A Kind of Spark

Addie's class are told they have a 'fun' new project to study in the run-up to Halloween. As the teacher recounts how 16th century women were accused of witchcraft for reasons as innocuous as being left-handed, 11 year old Addie is left stunned. She's horrified that innocent people, were persecuted, executed, then forgotten by society. The revelation leaves her determined to lobby for a local memorial in her small Scottish village.

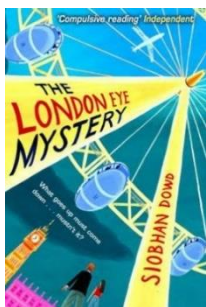
Oppression of those with perceived 'differences' is of course not confined to the history books. And Addie, who is autistic, experiences this at first hand and in various forms, both at school and in the local community. But we soon see that she is not one to sit back and accept injustice – and with

support from a new girl at school - she fights valiantly for what she knows is right.

This debut novel from a neurodivergent writer offers an utterly convincing and hugely likeable narrative voice. Challenging many a myth and a stereotype, but never forcing its messages, this is a powerful book with a gentle touch. With Addie's twin sister also on the spectrum, we are reminded that there are 'many different ways to be autistic'.

But above all, we revel in joining Addie in her crusade for equality and truth .A short, sweet and accessible read, but with so very much to say.





The London Eye Mystery

1.32am.

Ted and his sister Kat watch their cousin Salim get on board the London Eye. The pod rises from the ground, high above the city.

2.02am.

The pod lands and the doors open. Everyone exits - everyone but Salim.

Has he spontaneously combusted? (Ted's theory.) Has he been kidnapped? (Aunt Gloria's theory.)

Is he even still alive? (The family's unspoken fear.) Even the police are baffled - so it's up to Ted, whose brain runs on its own unique operating system, to solve this mystery and find Salim. Teaming up with Kat, Ted follows a trail of clues across London - while time ticks dangerously by...



Mockingbird

American National Book Award Winner Caitlin misses her brother every day. Since his death in a school shooting, she has no one to explain the world to her. And for Caitlin, the world is a confusing place. She hates it when colours get mixed up, prefers everything to be black-and-white, and needs to check her Facial Expressions Chart to understand emotions. So, when Caitlin reads the definition of "closure", she decides that's what she needs. And as she struggles to find it, a world of colour begins to enter her black-and-white life... An exceptionally moving story'



Today a reader tomorrow a leader.

IMPORTANT INFORMATION FOR YEAR 11

EXAMINATION COUNTDOWN

05

WEEKS



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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.

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

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>

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



LIFE SKILLS AND CAREERS AT MOSSLEY HOLLINS

Life Skills in form Time

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

The timetable below shows the theme for Summer 1 and the topic for the first week:

Year Group	Theme	Week 1
Year 7	Social Switch – Staying Safe online	Identity



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Year 8	Money Sense	Credit and Debit
Year 9	Being Independent	Budgeting on an Income
Year 10	Risk Management	What is risk?

Next term, we will also be seeking year 10 Life skills Champions to support the year 7 Life Skills in form time sessions

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:

- 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.



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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](#), 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



Saving lives, Improving lives

NHS
Northern Care Alliance
NHS Foundation Trust

SUMMER 60 VOLUNTEERING PROGRAMME

Do you have spare time this summer to support your local NHS hospital?

We are offering students an opportunity to take part in our Summer 60 Volunteering Programme.

To take part we require a minimum of 60 hours volunteering during the summer months

Volunteers will be supported to take part in either our responder role or ward support role.

Scan the QR code for more information or use the link [//bttr.im/wfx6r](https://bttr.im/wfx6r)



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

Parking After Year 7 Electives

In recent weeks, an increasing number of parents are parking and waiting to collect their child in the visitor's car park. We have had several near misses as vehicles turning around have come close to students walking through the



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car park. If you wish to collect your child at the end of the electives please wait near to the third-floor exit, do not come through the gate into the visitor's car park. Thank you for your co-operation.

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.

NATIONAL ONLINE SAFETY

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



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

 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

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

 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 eclypsemanchester@cgl.org.uk

 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.

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

 Think you know: <https://www.thinkuknow.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

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

 Beat

 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, OL8 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 <https://www.nationaldahelpine.org.uk/>
0808 2000 247



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Helping children and young people with MANAGING DEVICE STRESS AND ANXIETY

WHAT ARE THE RISKS?

The internet and advances in the capability of digital devices have afforded us arguably the fastest period of technological and social evolution in living memory: creating opportunities for us to interact with people anywhere in the world, 24 hours a day. It's also, however, blurred safety boundaries and added new stresses for young people, who are often less aware of the hidden hazards. With almost half of 10–15-year-olds experiencing bullying online and algorithms pushing content in front of our children every day, it's important to know how to address some of these challenges.

LIVING ONLINE

The internet is awash with sophisticated algorithms that learn from our online behaviour and try to predict our wants and needs. That's very helpful in some respects, but it can make the online world difficult for children and young people to negotiate. Content can be brought to them at any time – it may not always be appropriate, and children may not have the ability or the support to deal with it.

PUSHY NOTIFICATIONS

Content is also directed at us through notifications from our apps: letting us know we have a new message or social post to read, for example. While that's useful in some circumstances, it conditions us to keep going back online (and is designed to do so) and can be a near-constant demand on your child's attention. As such alerts become more common, are we experiencing an 'attack of the pings'?

BLURRED BOUNDARIES

There are now so many ways we can communicate online in real time (like instant messaging apps) or with a delay (such as on social media) that it's possible to be constantly in conversation. Young people often prefer quickfire exchanges of text – but using fewer words can cause distressing miscommunications through the lack of non-verbal cues like facial expressions or tone of voice.

DIGITAL DEPENDENCY

As devices allow access to immediate external help in challenging situations, it's a concern that children may not be developing the inner confidence to work things out for themselves. Likewise, group membership is hugely important to young people – both in digital and 'real' life – and being excluded from online conversations can cause damaging feelings of loneliness and isolation.

DISGUISED DISTRESS

Children often haven't yet developed the emotional resources to deal with many of the setbacks of everyday life, so identifying when it's specifically something online that's worried them can be tricky. A certain level of stress is a normal response to a problem: it spurs us into action to keep ourselves safe. If the stress is excessive, though, it can feel overwhelming and potentially lead to anxiety or depression.

ANTI-SOCIAL SOCIALS

Social media can bring people together in hugely positive ways. Sadly, it does also have a darker side, including 'flame war' arguments which can escalate quickly and have harmful consequences. With so many people looking on, 'group shaming' situations are also common – while there are continual opportunities for young people to compare themselves negatively with other social media users.

Advice for Parents & Carers

LEARN THE BASICS

It's impossible to keep up with every online change or every new app. The best option is to make yourself aware of the fundamentals of how the internet operates, so you can help your child to grasp how – and why – content reaches them. Devices and the digital world can be confusing, so learning to understand them better will give you the confidence to talk to your child about them.

PUSH DISTRACTIONS AWAY

Notifications to our phones and tablets can be helpful, but they sometimes make one wonder who's really in charge: the person or the device? Checking our phone as soon as it goes off is an easy habit to fall into – especially for young people. Try switching off non-essential alerts on your devices and encourage your child to do the same; you should both feel less triggered and more in control.

KEEP CHECKING IN

Healthy emotional regulation balances three systems: threat, drive and grounding. Down the various rabbit holes of the internet, however, that balance can easily slip away – so it's important to help your child manage their emotions when they're online. Check in with them regularly when they're on their device, and remember that 'distraction' and 'relaxation' aren't always the same thing.

TALK IT OUT

If a child mentions a comment that's been directed at them in a text chat or on social media, it may sound minor but can actually have a much bigger effect than we realise. In our evolved brains, any perceived threat can get internalised while our body reacts as if we were in physical danger – raising stress levels. It's always worth encouraging your child to get any concerns out in the open.

LOOK FOR THE SIGNS

This is tricky – and may depend on the child's age – but any sudden change in behaviour is worth looking out for. If your child seems to be checking their phone or tablet more, doesn't want to be parted from them, or appears unusually secretive, anxious or withdrawn, it could be a sign that something is amiss in relation to their device – and, possibly, that they're in need of extra support.

BE KIND: UNWIND

Be kind to yourselves as parents and carers. Remember that we're all in the same boat, trying to safely guide our children through this complex, fast-moving digital environment. Getting into the habit of having natural, relaxed conversations with your child about their online life (and yours) can level the playing field and make it far easier for them to open up to you about any concerns.

Meet Our Expert

Dr Carole Francis-Smith is an experienced counselling psychologist who specialises in promoting safe and ethical online communications. She consults with and offers bespoke training to businesses and organisations, supporting positive and effective online communications – often by considering some of the more hidden aspects of the various mediums.



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#WakeUpWednesday

Source: <https://www.childrenscommissioner.gov.uk/report/the-big-ask-big-answers/>
<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/childrensonlinebehaviourinenglandandwales/yearendingmarch2020>



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



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
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



Manners + Hard work + Honesty = Success



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

