

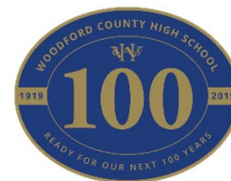


Woodford County High School for Girls

Bulletin

Issue No. 388

25th January 2022



Dear Parents,

AllAboutSchoolLeavers are hosting free virtual apprenticeship events and open evenings for students across the UK.

Post-16 events

We are working with Rolls Royce, BT and AstraZeneca for students post-16. These opportunities are not limited to practical roles (e.g. technician/engineering) and also include business and marketing roles.

Students can sign up by clicking the below links.

Rolls Royce - Benefits of Apprenticeships

8th February 2022, 4.30pm-5.30pm

<https://www.schoolleaverfair.co.uk/auditorium/live-webinars/60/benefits-of-apprenticeships>

Virtual open evening with BT

10th February 2022, 4pm-5pm

<https://www.schoolleaverfair.co.uk/auditorium/live-webinars/64/virtual-open-evening-with-bt>

Introduction to AstraZeneca & Making an Apprenticeship Application

10th February 2022, 5pm-6pm

<https://www.schoolleaverfair.co.uk/auditorium/live-webinars/66/introduction-to-astrazeneca-making-an-apprenticeship-application>

Post-18 events

We are working with Standard Chartered and Schroders at post-18 level, for students interested in a career in finance.

Students can sign up by clicking the links below.

Standard Chartered - virtual open evening

27th January 2022, 4pm-5pm

<https://www.schoolleaverfair.co.uk/auditorium/live-webinars/61/virtual-open-evening-with-standard-chartered>

Schroders - virtual open evening

2nd February 2022, 4pm-5.30pm

<https://www.schoolleaverfair.co.uk/auditorium/live-webinars/59/virtual-open-evening-with-schroders>

Students, parents and schools can browse and sign up for all of our events here:

<https://www.schoolleaverfair.co.uk/auditorium/live-webinars>

Ending self Isolation early using Lateral Flow Device (LFD) Tests from 17 January 2022

Day of Isolation					
Day 0	Days 1 – 4	Day 5	Day 6	Days 7-9	Day 10
Self-isolation starts 1 st day of symptoms or day of positive covid-19 test (PCR or LFD)	Self-isolate	Self-isolate Take an LFD test (preferably early in the morning)	Self-isolate Take an LFD test 24 hours after the last one	Self-isolate Take an LFD test 24 hours after the last one	Continue to self-isolate if previous LFD tests were positive
		POSITIVE LFD Continue to self-isolate	POSITIVE LFD Continue to self-isolate	POSITIVE LFD Continue to self-isolate	
		Negative LFD Continue to self-isolate	Negative* LFD Self-isolation ends**	Negative* LFD Self-isolation ends**	End Self Isolation at 23.59 hours at the end of day 10
<p>* Students can stop self-isolating & return to school provided that they feel well and DO NOT have a raised temperature</p> <p>** Evidence required of 2 confirmatory negative LFD test results from 2 consecutive days (from day 5 onwards) to end isolation early</p>					



Changes to the self-isolation period for those who test positive for COVID-19



From Monday 17 January 2022, people who are self-isolating with Covid-19 will have the option to reduce their isolation period after 5 full days if they test negative with an LFD test on both day 5 and day 6, they feel well and they do not have a raised temperature. For example, if they test negative on the morning of day 5 and the morning of day 6, they can return to their education setting immediately on day 6. Please note that day 0 is the 1st day of symptoms or the day of the test if no symptoms are present. The 1st test must be taken no earlier than day 5 of the self-isolation period and the 2nd must be taken the following day. All results should be [reported to NHS Test and Trace](#) as well as emailed to covidresult@woodford.redbridge.sch.uk. If the results of either are positive, the student should continue to self-isolate until they get negative results from 2 LFD tests on consecutive days or until they have completed 10 full days of self-isolation, whichever is earliest. Anyone who is unable to take LFD tests or anyone who continues to have a raised temperature will need to complete the full 10 day self-isolation period.



IMPORTANT INFORMATION - RETURNING TO SCHOOL FOLLOWING SELF-ISOLATION



PARENTS

If ending isolation early using LFD tests:

- Please ensure your daughter is feeling well and **DOES NOT** have a raised temperature
- **IN ADVANCE** of your daughter's return to school early from self-isolation **YOU MUST:**
 - Report (via email) the date of your daughter's return to school
 - Supply 2 NHS confirmations of a negative test result from 2 consecutive days (after day 5) if reducing the isolation period
- Email all the above to covidresult@woodford.redbridge.sch.uk, stating your daughter's **FULL** name, **YEAR** and **FORM**.
- Failure to provide the required evidence will result in your daughter being sent home to continue to isolate.

If completed the full 10 days isolation period:

- Your daughter can return to school without the requirement to provide negative LFD test results provided she feels well and **DOES NOT** have a raised temperature.

STUDENTS

Report to the **Medical Room** between **8:00am & 8:20am** on day of return to school to conduct an on-site lateral flow test before re-joining your class

We are grateful to students and to parents for compliance with guidance and for helping us keep the virus at bay

Blended Learning

As you know, the school offers blended learning for those students who are forced to self-isolate because of Covid. This is done through Microsoft Teams.

Unfortunately we have had a number of cases where teachers have started the lesson but students have not tuned in. Teachers have then tried to contact the student, wasting valuable time and disrupting the lesson for all the other pupils.

As a consequence, staff have been instructed henceforth to start the lesson on Teams to allow pupils to tune in for blended learning, but neither they nor our administrative support staff will take further action if the student fails to appear. Unfortunately we do not have the resources to chase up every absence from blended learning lessons. Any pupil who does not attend blended learning sessions will then have to follow up on missing work when they return to school, as would be the case with any other illness.

If, on the other hand, the absence is owing to technical problems, please contact the school and inform us and we will see what can be done to rectify the problem.

If your daughter is currently, or in the future, isolating because of Covid we would ask that you support their learning by monitoring as best you can their attendance at blended learning sessions.



Coronavirus information hub

Find out the latest information, support and service updates

AFTER SCHOOL CLUBS

MARCH/APRIL 2022

Dear parents, we have a few spaces left in March's after school clubs, these are available on ParentPay now.

- v Musical theatre.
- v Pop workshop.
- v Basic Cooking 3.
- v Street food.
- v Drama.
- v Pop workshop.
- v Dance.
- v Self defence.
- v Tastes from around the world.

Thank you.

Ms Dawson



YEAR 9

The 2nd HPV dose session will be taking place on 31st January 2022.

This replaces the cancelled session that should have been held in the summer term when your child was in year 8.



LOST PROPERTY

Do you recognise any of the below items? Please come and collect them from the Main School Office. Thank you.



REMINDER

Please remind your daughter to bring in her face mask, lanyard, locker key and fob to school every day.



Oversharing online

Parent Guide

How to help your child know what and when to share online



What is oversharing?

Sharing things is a **key part of life online**. There are plenty of things that are great for your child to share online with their friends. Many young people use social media to **express** who they are, **update** what they are doing or **post things** they feel particularly proud of.

But some things are **not appropriate to share online**, and could even be **dangerous**. Examples of this are **passwords, personal information** like your **location or home address**, or content that could be **hurtful** to others.

What your child shares also depends on **who they're planning to share it with**. Something suitable to share with a friend may not be **appropriate to share publicly**.

What are the risks?

Your child might not be aware that something they have put online **could harm themselves or others**. It isn't always obvious, so it's **important to discuss** what is and isn't appropriate.

For example, if your child posts a picture of themselves in their **school uniform**, this could tell anyone who sees the picture **where your child goes to school**. Your child should also be mindful **not to post pictures of their friends or others without their permission**, as doing so could **reveal personal information they haven't agreed to share** – or simply embarrass them.

It's also important that your child understands that once something has been posted online – even if among friends – that image, post or message is **no longer in their control**. Even if they delete it in the future, others could have **already shared it or taken a screenshot**.

Encourage your child to **think carefully** about whether they will **feel comfortable** in the future about something they are planning to share.

What else should I do?

Make sure that your child understands **privacy settings** on the devices and platforms they use. **The Children's Code**, introduced in September 2021, goes some way to **protecting data privacy**, for example, by ensuring that social media sites **set all accounts for under 16s to private by default** – but these default settings **can be switched off**. Talk to them about why these settings are important, and how they protect them online.

While you should always be mindful of your digital footprint, many social media platforms allow you to **request images to be removed**. Organisations, such as the NSPCC and CEOP, can also support you in removing certain types of images online, for example naked images.

The most important thing is that you **keep up a conversation with your child and always encourage them to come to you** if they feel concerned about something that they've shared online.



Spring Term Career Opportunities For Ages 12-18

Available in 20+ industries: In-person at UCL or live online



Your students can now register for our spring term career opportunities, which are available in 20+ cutting-edge industries. **Students will learn directly from some of the UK's best professionals** - doctors, forensic scientists, architects, MPs, filmmakers, engineers and more - through a series of live, interactive simulations which provide tailor-made, professional experience to ages 12-18.

Students can choose to attend either at UCL or live online from the comfort of their own homes.

We expect to be fully-booked for our most popular programmes by 30th January.

VIEW ALL: AGES 15-18

VIEW ALL: AGES 12-14



Invitation for Parents: Success Beyond School



We are delighted to announce the first events in our *Success Beyond School* series for 2022. **These are free-of-charge, live online seminars featuring career experts, designed to help parents amplify their children's career potential.**

We have 5 fantastic seminars this term, including topics such as 'how to help your child choose their career' and 'how to inspire young women to become entrepreneurs.' **These events are for parents of students aged 12-18 and are free to attend.**

[View All & Register](#)

Redbridge Children's Book Award
2022

Poetry Competition



Write a poem (maximum 40 lines) on the following theme:

Choices

The competition has two age categories: Junior (Years 6 and 7) and Teen (Years 8 upwards)

Closing Date: Friday 25 February 2022

Poems should be in WORD and handed in to your school librarian or teacher who will select the best five to submit to the competition.

Please include your name, age, year group, address and school.

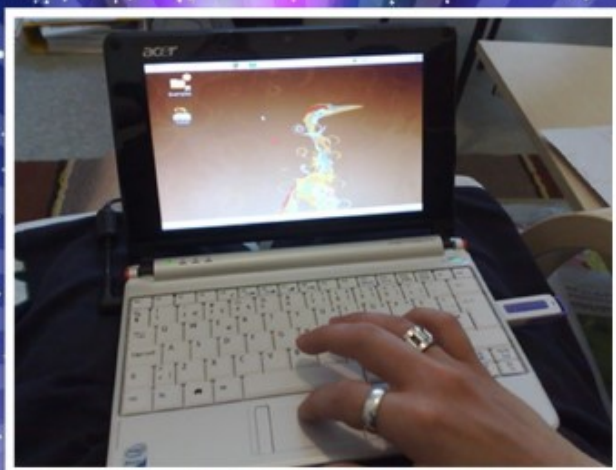


Visionrd.org.uk/sls

London Borough of
Redbridge

Redbridge Children's Book Award
2021

Short Story Competition



Write a short story, using the phrase:

I slid the memory stick into the USB port of my computer...
(maximum length of story 1500 words)

The competition has two age categories: Junior (Years 6 and 7) and Teen (Years 8 upwards)

Closing Date: Friday 25 February 2022

Stories should be in WORD and handed in to your school librarian or teacher who will select the best five to submit to the competition.

Please include your name, age, year group, address and school.



Visionrd.org.uk/sls

London Borough of
Redbridge

RETURN Your Library Books



Please return all overdue Library books. Our records show that we have a number of seriously overdue books on loan.

If you are unsure of the status of your Library account see me in the Library to discuss.

I am currently issuing overdue notices to students.

Many thanks,
Danielle Horn
Librarian

Currently reading They Wish They Were Us (RBA 2022 Longlist)

MUSIC CLUBS

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime	Junior Choir <i>(SF1)</i> 13:50- 14:35	Junior Band IBO <i>(SF1)</i> 13:50- 14:40	Jazz Band KHN <i>(SF1)</i> 13:25-14:15 String orchestra IBO <i>(SF2)</i> 13:30-14:20	Senior Choir KHA <i>(SF1)</i> 13:25- 14:05 Theory and GCSE/A-level support IBO <i>(SF2)</i> 13:30-14:20	Orchestra IBO <i>(SF1)</i> 13:30-14:20
After school	GCSE/A-level support IBO <i>(SF2)</i> 15:45-16:30 Brass Ensemble <i>(SF2)</i> 15:45-16:15	Chamber groups IBO <i>(SF1)</i> 15:45-16:30			

These music sessions will be on weekly, girls should bring their own instrument and no registration is required for the sessions.



Please note that the Spring Recital date has changed to **Tuesday 8th February** at the same time of 18:00-20:00, rather than 10th February as stated originally in the calendar.

Please do come and support the students who will be performing a range of musical items across all year groups.

PE Extra-curricular (Spring)

January 2022



@wchsukpe

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					All Year Groups Morning Mile <i>JBR-Field</i> 7:50—8:15 Year 11 Badminton <i>VJA-Sports Hall</i> 7:50—8:20
Lunch time (Times vary)	Year 10 Badminton <i>HBA-Sports Hall</i> 13:35—14:00	Running Club with Rachael Lam (Y12) <i>Field</i> 13:40—14:10 Year 10/11 Netball <i>VJA/LMA Sports Hall</i> 13:30—14:00	Year 7 (Week A) / Year 8 (Week B) Futsal <i>TLE—Sports Hall</i> 13:30—14:00 Boxercise (Invitation Only) <i>HBA-Dance Studio</i> 13:40—14:10 Year 10 GCSE PE Theory <i>KRI—SH3</i> 13:30—14:00	Year 9 Netball <i>HBA-Netball Courts</i> 13:40—14:20 Year 8 Badminton <i>JBR—Sports Hall</i> 13:35—14:05	Year 7 Athletics <i>KRI—Sports Hall</i> 13:30—14:10
After school	Year 7 Netball <i>VJA/LMA Sports Hall</i> 15:40—16:40		Year 7 (Week A) / Year 10 (Week B) Trampolining <i>JBR/LMA Sports Hall</i> 15:45—16:45	Year 8 Netball <i>JBR-Sports Hall</i> 15:40—16:50	Year 10 Prisons <i>JGR-Sports Hall</i> 15:45—16:15



As part of Woodford's involvement in the Sport England Teacher Training Programme we are required to complete two surveys, Staff and Student.

Could you please encourage your daughter to fill out this survey.

Please note: The surveys will need to be completed again at the end of the programme in July 2022.

The survey covers generic questions related to Physical exercise inside and outside of school.

It is anonymous, requiring only to indicate the school the students are linked to in the programme.

The survey should take approximately 10 minutes.

Behaviour and attitudes survey towards physical activity

Behaviour and attitudes survey towards physical activity

Please click 'next' to begin.

NEXT >



Winter cricket for Girls (and Boys) of all abilities

Bancroft Lions Cricket Club is a clubmarked family friendly club led by experienced and qualified cricket coaches for children and young adults from 7 years of age. We provide an early opportunity for all girls and boys to play organised, fun and competitive cricket and multi skills to suit their age and abilities. Opportunities exist to play in the numerous teams we manage during the year, from soft ball Fundamentals to friendlies, festivals, camps tournaments and leagues with local clubs. Following the success of our ECB AllStars and Dynamos programmes, we have a very big focus on Girls cricket. We as a club pride ourselves on providing opportunities for numerous other team based social activities.

Indoor training

Where: Every Wednesday from 6.30 – 8pm at the Peter May Centre, 135 Wadham Road, Walthamstow, E17 4HR. **From 12th Jan 2022**

Fees: ~~£8.00~~ per session with very significant bulk discount of just **£60** inclusive for min 12 plus sessions until the outdoor summer programme which start in Mid April. Further concessions for siblings (details on request, including for alternative, additional and girls only sessions).

Due to the success of the ongoing association new Girls from Woodford CHS benefit from a **FREE** introductory sessions with this flyer. Just come along, all equipment provided. Limited availability.

Please contact Mr David Walcott on bancroftlions@btinternet.com or

Mobile 0785 287 1093. You can find more details about Bancroft Lions on our website.

www.bancroftlions.club





The Platinum Pudding Competition

Would you like to see your pudding creation served up at street parties and other celebrations up and down the country? Fortnum & Mason is inviting you to invent the Jubilee Pudding for The Queen's Platinum Jubilee in 2022.

The winning pudding will be an important part of the celebrations marking Her Majesty's 70 years as Monarch. And the creator of the winning pudding will be invited to be at the centre of the celebrations.

Get cooking, and your creation could be a joyful and delicious part of the first ever Platinum Jubilee.

ENTER THE COMPETITION

[Read our FAQs >](#)



Online safety Training for Parents

January 2022

Dear Parents

Congratulations to those of you that completed the online safety training last month.

Due to popular demand this is being made available again for parents that missed out last month.

Remember that this can be carried out in the comfort of your own home at a time that suits you best! There is no time limit once you commence the training but please allow yourself twenty minutes to complete this comfortably.

Don't forget to enter your name in full at the start as once completed you will be able to download your certificate. The most up to date training link can always be found [here](#) on the school website.

[Click here to start your online safety Training for Parents](#)

Regards

Mrs Del Giudice
Network Manager





Mothers' online Safeguarding course

- Learn about issues that affect young people and children such as online safety, extremism, hate crime, loneliness, self esteem, social media, cyberbullying and more!
- Feel equipped and confident to challenge online harms
- Workshops are interactive and delivered by experts in the field and take a nuanced perspective on the lives of young people and children today
- Meet other mothers who are also interested in understanding these important issues
- Every Tuesday and Thursday online in March
- Certificates awarded for completion

MOTHERS FOR CHANGE

FREE COURSE!

LIMITED PLACES

4 week starting
Tuesday March
1st 10:00-12:00



EMAIL



Maeve@groundswell.world



London Borough of
Redbridge



WHAT TRUSTED ADULTS NEED TO KNOW ABOUT: SOCIAL MEDIA & MENTAL HEALTH

Social Media is often scrutinised as having a negative impact on children's mental health. Children and young people are now growing up in a technology dominated world, and social media plays a major role in their social lives. This balanced guide focuses on both the positive and negative impacts that social media can bring to young people and their mental health.

POSITIVE IMPACTS

EASY ACCESS TO SUPPORT AND HELP

Due to delays in young people getting help for their mental health, such as experiencing low mood, or suffering from anxiety, they may sometimes reach out to access support from others online. Sharing problems or issues with friends, peers and broader social networks can be met with positive reaction, with nearly 7 in 10 teens reporting to receive support on social media during tough or challenging times. Where there are moderated communities which offer support and guidance, children can be provided with a great source of support.

SUSTAINING FRIENDSHIPS AND MAKING CONNECTIONS

There is evidence to suggest that strong adolescent friendships can be enhanced by social media interaction, allowing children to create stronger bonds with people they already know. Online relationships can actually make children more relationship-oriented, thoughtful, and empathic. By sharing comments on pictures, videos and posts, it can create long-term friendships as they can continually keep in touch, even with a distance between them.

A SENSE OF BELONGING

Support can be found in various places online; sometimes this is known as "finding your tribe". Online platforms and groups can provide a wonderful sense of belonging for children. They can find peers with similar interests and circumstances which can sometimes be difficult to find in real-life. As a result, this can create stronger connections and help to build confidence.

NEGATIVE IMPACTS

SELF-ESTEEM & BODY IMAGE

There are 10 million new photographs uploaded to Facebook alone every hour, providing an almost endless potential for young people to be drawn into appearance-based comparisons whilst online. No one is the same as how they portray themselves online as we tend to only show the best part of ourselves. The pressure to fit-in and conform is huge, which can become a driving force for children to replicate what they see from friends, celebrities and sponsored adverts. This pressure may contribute to anxiety, low mood and a feeling of inadequacy. As a result, it can lead to a feeling of low satisfaction with their own lives.

HARMFUL ADVICE

The online world provides the opportunity for anybody to upload and share photoshopped pictures, edited video, fake news and even unvetted advice. Children may stumble upon this, which could potentially encourage them make wrong decisions and not get the help that they need. It's important that you teach your child to differentiate between what is true and useful information and what is fake.

ADDICTION AND COMPULSIVE CHECKING

Social media addiction is thought to affect around 5% of teenagers. The Office for National Statistics found that children who spend more than 3 hours a day on social media are more than twice as likely to support poor mental health. Furthermore, compulsive checking due to 'Fear Of Missing Out' has been linked to poor and disturbed sleep, as well as difficulty to relax during evenings. One in five young people say they wake up during the night to check messages on social media, leading them to be three times as more likely to feel constantly tired at school than their classmates who don't use social media during the night.

CYBERBULLYING

One recent large-scale UK study showed that cyberbullying is one of the biggest challenges for young people. Other studies suggest that cyberbullying has a bigger effect on wellbeing and mental health than other types of bullying. 7 in 10 young people have experienced cyberbullying, with 37% of young people saying they experience cyberbullying on a high-frequency basis. Young people are twice as likely to be bullied on Facebook than on any other social network.

What Parents & Carers Need to Know about HORROR GAMES

Horror video games come in a such a variety that the genre can hard to define. The overlapping element is that these games are designed to scare or unsettle the player through gameplay, atmosphere, story, music, setting and 'jump scares'. The most common sub-genres are survival horror, action horror, psychological horror, jump-scare horror and reverse horror. These games originate from a range of developers, including smaller indie studios which release download-only titles (that is, they aren't physically sold in shops) and therefore aren't subject to age ratings.

WHAT ARE THE RISKS?

ADULT THEMES

Horror games are typically made with adults in mind, which means by definition that they often feature adult themes. Outlast, for instance, is a popular horror game series including material such as nudity and extreme sadistic violence. Other games, like Five Nights at Freddy's and its sequels, have a back-story that doesn't actually appear on screen but still hints at explicit adult themes.

VIOLENT CONTENT

Not all horror games contain graphic violence (titles like Five Nights at Freddy's and Phasmophobia prefer a spookier, suspenseful aesthetic) but many do portray extreme brutality very realistically. Until Dawn and the hugely popular Resident Evil and Outlast franchises, for instance, feature incredibly graphic violence. The safest course of action is to thoroughly research a game in advance.

ONLINE INTERACTION

Some horror games are played cooperatively with others online. Phasmophobia is one of the most popular titles in this category, and while it doesn't feature an excessive amount of gore, it does place a strong emphasis on online interaction – often with strangers. Dead by Daylight is another game in which frequent and prolonged online communication with other players is an advantage.

PSYCHOLOGICAL HORROR

Rather than simply leading on the blood and gore, psychological horror games try to scare the player through subtle mental and emotional means. For this reason, this type of game (notable examples include Alien: Isolation, The Medium and the Amnesia series) can have a longer-lasting effect on players; some occasionally 'break the fourth wall' – interacting directly with the player as if they were real.

LONG-TERM FEAR FACTOR

Horror games are designed to be scary: most players accept this fact in advance. They can, however, include content which leaves an unwanted lasting impression. By focusing on our fears and concerns to elicit an emotional reaction, horror games can be triggering in unexpected ways for some players. It's difficult to predict when – and how – a game might have long-term effects on an individual's mental wellbeing.

Advice for Parents & Carers

BEWARE OF JUMP SCARES

Jump scares in video games are often no worse than they are in movies. If a young person doesn't cope well with being suddenly startled by something in a film or on TV, they probably won't be able to handle horror games featuring jump scares. Some games (such as Five Nights at Freddy's) are built entirely around this technique and aren't suitable for younger children or those who are easily frightened.

RESEARCH THE GAME

It's best to look into a horror game thoroughly if your child expresses an interest in playing it. Many indie horror titles are download only and therefore aren't required to come with an age rating – so you'll need to do some background reading and judge the game's content for yourself. Check out the game's web pages, read any wikis about it (including fan ones) and watch videos of the gameplay.

ENCOURAGE BREAKS

It's easy to lose track of time when gaming, and horror games are no exception. A short break every hour or so is important to rest the eyes and relieve the posture – especially if traumatic situations in the game have built up tension and stress. For horror gamers, breaks also give the added benefit of feeling more relaxed afterwards, which can mean a scarier gaming session when they resume!

IF IN DOUBT, SWAP IT OUT

If your child finds a horror game to play, but after doing some research you decide it doesn't look like the right one for them, swap it out! There are a lot of horror titles to choose from, and some will be more appropriate than others. Work together with your child to find a suitable game for them. Remember, horror games don't have to be gore-spattered and graphic to be enjoyably scary!

STAY RECEPTIVE

Maintaining good communication with your child is vital for safe gaming. If they see something in a horror game that disturbs them in ways they didn't expect, then they should feel comfortable opening up to you about it. Try not to simply laugh it off or make light of it, and always make time to listen. It's a useful reminder that they can talk to you about any type of problem they have in the future.

Meet Our Expert

Clare Godwin (a.k.a. Lunawolf) has worked as an editor and journalist in the gaming industry since 2015, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunawolf Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.



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New Year, New Challenge



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fostering@redbridge.gov.uk

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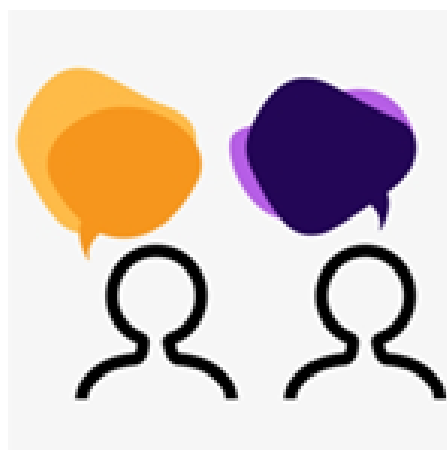


Educational Psychology Parent Helpline

Would you like to talk to someone about difficulties that you or your child are experiencing during the COVID-19 pandemic? Do you need some support with creating a daily routine for your child? Are you concerned about your child's emotional wellbeing? Are you struggling to motivate your children at home or manage sibling relationships? The Educational Psychology Service are here to support you.

The Redbridge Educational Psychology Service have a **dedicated telephone helpline for parents/carers** where you will receive advice and guidance from a professional psychologist.

The EPS helpline is available for all parents and carers - your child does not need to be known to the EPS, does not need to have a special educational need or additional support within school. We welcome calls from all parents and carers.



EPS Helpline

Telephone: 077 41 3 31 009

Opening hours:

Every Wednesday 10am - 4pm

Webpage: <https://www.redbridge.gov.uk/schools/educational-psychology-service/>



FIND: [Educational Psychology Service](#)

@Redbridge_aep Twitter account.

Dates for the Diary

SPRING 2022		
Term	Tuesday 4 January 2022	Friday 11 February 2022
School Closure In Lieu of 3 June 2022	Friday 11 February 2022	
Half-term	Monday 14 February 2022	Friday 18 February 2022
Term	Monday 21 February 2022	Friday 1 April 2022
Non-Contact Day	Tuesday 8 March 2022	
SUMMER 2022		
Term	Tuesday 19 April 2022	Friday 27 May 2022
Half-term	Monday 30 May 2022	Friday 3 June 2022
Term	Monday 6 June 2022	Friday 22 July 2022
Non-Contact Day	Wednesday 29 June 2022	

KEY DATES TO REMEMBER



- 24 January—House Charity Week—Repton
- 24 January—Year 13 Mock Exam Week
- 31 January—HPV Dose 2—Year 9
- 1 February—Year 9 Parents Evening
- Week of 7 February—Year 11 Reports Issued
- 8 February—Music Recital Evening—**NEW DATE**
- 11 February—School is Closed in Lieu Of 3 June 2022 Bank Holiday
- From 21 February—Y11 Review Fortnight begins
- 21 February—DTP & Meningitis ACWY Vaccine—Year 9
- Week of 28 February—House Charity Week (Warner)
- Week of 7 March—National Careers Week
- 8 March—INSET Day
- 10 March—HPV 2nd Dose—Year 8
- 17 March—Year 8 Parents Evening
- 24 March—Spring Concert