

Woodford County High School



Weekly Student Bulletin



Tuesday 07th June 2022

Issue No 47

Welcome to Bulletin No 47

The aim of this bulletin is to give you important information and reminders from your Heads of Year or other members of staff.

It will include information about events taking place at and around school that you can take part in.

Also there will be wellbeing and support advice as well as reminders about how to access support if you should need it.

Welcome back after
Half-term/Jubilee week.
Wishing you all luck for
your exams.

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Street Tag

Download the Street Tag App and scan the QR code to join the Woodford County High School Street Tag Team.

Youth Travel Ambassadors





Classified: RMG – Internal

Year 7 & 8 Movie Night

**Tuesday 5th July 2022
4pm – 6pm**

Black Panther (PG-13/12A)

Tickets on sale until 24th June 2022

£7: movie ticket, popcorn and drink.

Refreshments on sale.

Limited to 50 places !!

Location: Conference Room

PLATINUM JUBILEE MEMORIES



Year 8 Geography

Competition

Optional Independent Study Task

~

You are currently learning about coastal processes and coastal management. One aspect of coastal geography that you won't be learning about in class is to do with what LANDFORMS are created due to coastal processes.

In geography, a landform is a natural feature on the Earth's surface that makes up the landscape we can see

If you would like to, you are being asked to do some independent research to find out about one of the coastal landforms listed below. We then want you to produce a really clear and neat piece of work to show people 1) what the landform looks like, 2) a clear description of its main features and 3) a brief explanation (in your own words) about HOW the landform is created.

The best pieces of work will be rewarded with prizes given to the best three.

Follow the guidelines below. Work must be printed in colour and handed to your teacher during the week beginning Monday 13th June.

Landforms to choose from...	
Coastal caves	Headlands and bays
Arches, stacks and stumps	Cliffs
Beaches	Sand dunes
Spits	

Work must be A4 size – no smaller, no bigger.

A clear image (printed or hand drawn) of the landform must be included (more than one is OK as long as it is clear)

Neat and tidy presentation. Names must be clearly visible on the front.

Written work must be your own and not copied and pasted.

Written work must be easy to read (use at least font size 14) and easy to understand (try to simplify descriptions and explanations)

Advice: clear and simple written work is better than lots of overly complicated writing! GOOD LUCK!

Duke of Edinburgh Bronze Award



Our Year 10
students have
successfully
completed their
Duke of Edinburgh
Bronze expedition

~~last weekend~~



10 Ways You Can SHARE KINDNESS ONLINE

Last year, around one in five young people aged 10–15 in England and Wales admitted experiencing online bullying: most commonly being insulted or sworn at, or having hurtful messages sent about them. To someone who's being bullied, the world can seem like a bleak, negative place – but just one kind word can be a ray of hope: a turning point that brightens their day and refreshes their perspective. That's why 'One Kind Word' is the theme of Anti-Bullying Week 2021. We're supporting this year's event by bringing you ten top tips for beating online bullying by replacing it with kindness.

1 PRAISE WHERE IT'S DUE

Sometimes a friend or relative might post online about something they're proud to have achieved: maybe an exam they've passed, a new skill they've learned or a task they've completed. Celebrate their hard work and determination by being kind enough to praise them for it publicly.

2 REACH OUT

It's not always easy to tell what kind of mood someone is in just from what they post online. Simply dropping somebody a message to say 'hi', to ask if they're OK or to tell them that you're thinking of them could totally make their day.

3 RECOMMEND FUN THINGS

If there's something you enjoy doing online – perhaps you play a particular game, or you've found a really cool site – share it with someone you think will enjoy it. Even recommending a film or TV show you think they'll like can bring a little happiness to someone who really needs it.

4 OFFER TO HELP

Sometimes you might see a friend or family member posting a question online or asking for help with something they can't do themselves. Don't just ignore it – if you can help, get in touch. Something that's difficult for them might be no trouble for you!

5 POST POSITIVELY

Lots of people seem to go online purely to complain about things or be negative. Just because you're communicating online (and not face to face) doesn't mean you can't be positive, though! Post about things that make you happy and that you're thankful for. It could brighten someone else's day.

6 SHOW YOUR APPRECIATION

If somebody that you know has done something positive or shown kindness themselves, go online and thank them with a message or a post. Expressing your gratitude costs nothing and showing someone that you appreciate them will really make them feel good.

7 BE UNDERSTANDING

Showing empathy towards others is an act of online kindness which often gets overlooked. If you notice that someone you know is upset, drop them a message. Sometimes people just need someone else to listen to them and understand their situation.

8 SHARE INSPIRATIONAL POSTS

When you see something online that inspires you or makes you feel happy, share it with people you know. A spot-on quotation, a beautiful photo or an uplifting video can lift someone's spirits and help them to feel better about life.

9 THINK BEFORE COMMENTING

Thinking before we act can be just as important as acting in the first place. Taking a second to consider what you're saying in advance could stop you from posting something negative, hurtful or offensive – even if you don't mean to. It's better to post positively or not post at all.

10 LIKE, LOVE AND ENGAGE

If somebody posts something that you like on social media, don't just scroll past – take the time to like it, love it or leave an appreciative comment! Reacting positively to other people's posts might seem like a small gesture but could mean a lot to them.

Meet Our Expert

Carly Page is an experienced technology journalist with more than 10 years of experience in the industry. Previously the editor of tech tabloid *The Inquirer*, Carly is now a freelance technology journalist, editor and consultant.



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#WakeUpWednesday



www.nationalonlinesafety.com



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BRIGHTEN SOMEONE'S DAY ONLINE

Tiny actions can have a huge impact. Here are our suggestions for making someone smile online!

VIDEO
CALL A
RELATIVE

SHARE
UPBEAT
PLAYLISTS

SHARE A
FUNNY
POST

SHARE
THROWBACK
PHOTOS

BE KIND
IN THE
COMMENTS

SEND
HAPPY
VOICE
NOTES

PLAY
GAMES
WITH
MATES

SEND
A KIND
MESSAGE

Share posts
FROM YOUR FAVOURITE
CHARITIES

Share
GOOD
NEWS

COMIC
RELIEF

RED
NOSE
DAY



National
Online
Safety®

#WakeUpWednesday

What children need to know about

ONLINE BULLYING



What is online bullying?

ONLINE BULLYING – ALSO KNOWN AS CYBERBULLYING – IS BULLYING THAT TAKES PLACE ON THE INTERNET OR VIA ELECTRONIC DEVICES AND MOBILE PHONES. IT CAN INCLUDE:

1. SENDING SOMEONE MEAN OR THREATENING EMAILS, DIRECT MESSAGES OR TEXT MESSAGES
2. HACKING INTO SOMEONE'S ONLINE ACCOUNT
3. BEING RUDE OR MEAN TO SOMEONE WHEN PLAYING ONLINE GAMES
4. POSTING PRIVATE OR EMBARRASSING PHOTOS ONLINE OR SENDING THEM TO OTHERS
5. CREATING FAKE SOCIAL MEDIA ACCOUNTS THAT MOCK SOMEONE OR TRICK THEM
6. EXCLUDING SOMEONE FROM AN ONLINE CONVERSATION OR BLOCKING THEM FOR NO REASON



BE KIND ONLINE

BEFORE PRESSING 'SEND' ON COMMENTS, ASK YOURSELF THESE 3 QUESTIONS...

1. WHY AM I POSTING THIS?
2. WOULD I SAY THIS IN REAL LIFE?
3. HOW WOULD I FEEL IF SOMEBODY SAID THIS TO ME?



National
Online
Safety

#WakeUpWednesday



Why does it happen?

GOING ONLINE MAKES IT EASIER FOR PEOPLE TO SAY AND DO THINGS THEY PROBABLY WOULDN'T DO FACE TO FACE. ONLINE BULLIES DON'T GET TO SEE THEIR VICTIMS' REACTIONS IN REAL LIFE, SO THIS CAN COOON THEM FROM THE REAL DAMAGE THAT THEY ARE DOING. QUITE OFTEN, PEOPLE BULLY BECAUSE THEY ARE GOING THROUGH SOMETHING DIFFICULT THEMSELVES AND TAKING IT OUT ON OTHERS IS THE ONLY WAY THEY KNOW HOW TO GET CONTROL OF THEIR OWN EMOTIONS.

How does it feel to be bullied?

BEING BULLIED CAN IMPACT ON YOUR SELF-ESTEEM, CONFIDENCE AND SOCIAL SKILLS. BECAUSE IT HAPPENS ON YOUR PHONE, TABLET OR COMPUTER, IT CAN FEEL LIKE YOU ARE UNDER THREAT EVEN WHEN YOU'RE IN A SAFE ENVIRONMENT, SUCH AS YOUR BEDROOM. DON'T FORGET...IT IS NOT YOUR FAULT IF YOU'RE BEING BULLIED.



Am I an online bully?

SOMETIMES IT ISN'T OBVIOUS THAT WHAT YOU ARE DOING IS WRONG, BUT IF YOU USE DIGITAL TECHNOLOGY TO UPSET, ANGER OR EMBARRASS SOMEONE ON PURPOSE, THIS MEANS YOU'RE INVOLVED IN ONLINE BULLYING. IT MIGHT BE AS SIMPLE AS 'LIHNG' A MEAN POST, LAUGHING AT AN ONLINE VIDEO, OR SPREADING A RUMOUR. BUT THE PERSON BEING BULLIED COULD FEEL LIKE THEY ARE BEING GANGED UP ON. THINK ABOUT HOW IT WOULD MAKE YOU FEEL IF IT HAPPENED TO YOU. EVERYONE CAN MAKE MISTAKES, BUT IT'S IMPORTANT TO LEARN FROM THEM – GO BACK AND DELETE ANY UPSETTING OR NASTY POSTS, TWEETS OR COMMENTS YOU'VE WRITTEN.

Who do I tell?

YOU DON'T HAVE TO DEAL WITH THE BULLYING ON YOUR OWN. TALK TO AN ADULT THAT YOU TRUST – A PARENT, GUARDIAN, OR TEACHER. MOST WEBSITES, SOCIAL MEDIA WEBSITES AND ONLINE GAMES OR MOBILE APPS LET YOU REPORT AND BLOCH PEOPLE WHO ARE BOTHERING YOU. YOU COULD ALSO CONTACT CHILDLINE (WWW.CHILDLINE.ORG.UK), WHERE A TRAINED COUNSELLOR WILL LISTEN TO ANYTHING THAT'S WORRYING YOU – YOU DON'T EVEN HAVE TO GIVE YOUR NAME.



How do I prove it?

WHEN CYBERBULLYING HAPPENS, IT IS IMPORTANT TO DOCUMENT AND REPORT THE BEHAVIOUR, SO IT CAN BE ADDRESSED – RECORD THE DATES AND TIMES WHEN CYBERBULLYING HAS OCCURRED, AND SAVE AND PRINT SCREENSHOTS, EMAILS, AND TEXT MESSAGES.

How can I stay safe?

MAKE SURE YOUR PRIVACY SETTINGS ARE SET SO THAT ONLY PEOPLE YOU KNOW AND TRUST CAN SEE WHAT YOU POST. NEVER GIVE OUT PERSONAL INFORMATION ONLINE, SUCH AS IN PUBLIC PROFILES, CHAT ROOMS OR BLOGS, AND AVOID FURTHER COMMUNICATION WITH THOSE SENDING THE MESSAGES. KEEP AWARE OF FAKE PROFILES AND INTERNET USERS PRETENDING TO BE SOMEONE THAT THEY ARE NOT.



IMPORTANT SAFEGUARDING INFORMATION

Dear All

Below is a link to safeguarding information from the NSPCC. It also contains very helpful information to make you aware of the dangers that young people may face. Please take a look it is very informative.

It includes some information about bullying and cyberbullying; child sexual exploitation; criminal exploitation and gangs; online abuse, child trafficking; sexual abuse; domestic abuse, emotional abuse, female genital mutilation, neglect, non-recent abuse and physical abuse.

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

If anything you read rings true to you, please come and speak to either Mrs Greenfield, Mrs Holman, Mrs Menon, Mrs Sawyer or Ms Marku.

Be safe

Mrs Greenfield

Music Extra-Curricular Timetable

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

A brief description of musical activities:

String Orchestra: Open to all string players from grade 3 level and tackling classical repertoire.

Brass Ensemble: A visiting brass specialist from the Redbridge centre will be taking these, open to all brass players.

Junior Band: This ensemble is an excellent introduction to music at the school, available to all instruments and appropriate from novices up to roughly grade 3 equivalent standard.

Chamber groups: These are small ensembles which the music department will supervise and coach alongside proposed initiatives from students. I highly encourage anyone interested to speak to a member of the music department ahead of time to allow for planning.

Jazz Band: Mainly for years 10-13 instrumentalists, grade 4/5+ level - woodwind, brass, and rhythm section players (guitar, piano, bass, percussion) We play a range of swing, funk and pop tunes; encouraging learning to improvise confidently.

GCSE/A-level support: This is an ongoing class to aid any students taking the GCSE or A-level music course.

Senior Choir: A choir for all students in years 10-13, singing a wide variety of music from pop to jazz to classical. The Senior Choir performs at some of the school's traditional events – including the School Birthday coming up soon.

Junior Choir: A specialist vocal coach from the Redbridge Music Centre will be attending to lead this. It's an excellent opportunity for those in years 7-9 to attend regardless of prior experience.

Theory: These sessions provide a great boost in confidence for those who wish to understand the theoretical side of music not only to supplement music classes across all years, but also for aiding instrumental progress. Coaching will be based on ABRSM graded books, and will include anyone wishing to do their grade 5 theory exam, which is required for instrumental grade 6 and higher.

Orchestra: This is the main instrumental body of the school and is open to all relevant instruments of grade 4 equivalent standard or higher.

Are you in Year 7 or 8 and want some maths help?

MATHS CLUB

Or just extra maths?

One-to-One
Support

Drop in

Year 10 Tutors

CC9
Every
Thursday
Lunchtime

Summer 2022 Webinar Schedule

Golden Rule: Your timetabled lessons take priority over webinars.

If in doubt, see Mrs Horn in the Library.

Two ways to participate in an event:

1: Participate in the Library

Step 1: Check the webinar does not clash with your timetable

Step 2: Email Mrs Horn
(hornd@woodfood.redbridge.sch.uk) to register

Step 3: Arrive 5 minutes early

Step 4. Enjoy!

2: Use Your Own Device

Step 1. Register using your school email address

Step 2. Advise Mrs Horn
(hornd@woodfood.redbridge.sch.uk) that you have registered (provide event name; date & time).

Step 3. Enjoy! & send Mrs Horn feedback about the webinar

General

- ▶ Gresham College Lectures. Exists to provide free public lectures which have been given for over 400 years. Includes a guide to subjects and digital archive of past lectures.
- ▶ Lectures London. Find free to attend lectures from leading universities and institutions around London.
- ▶ Young Doctor Summer Experience - register here (for all ages).
- ▶ Young Engineer Summer Experience - register here (for all ages).
- ▶ British Library: What's on Each Month
- ▶ V&A (the Victoria & Albert Museum): Courses & programmes available & FREE

Two ways to register for an event: See Mrs Horn (hornd@woodford.redbridge.sch.uk) if in doubt

1: Participate in the Library **OR** 2: Use your Own Device

Summer 2022 Webinar Schedule

June 2022

13th June @ 1535-1620: Engineering/Design - Balancing Process & Creativity

14th June @ 1115-1215: Young People & the Criminal Justice System with UEA

14th June @ 1535-1620: Health & Social Care - How to Find Work Experience

15th June @ 1100-1200: History - Tudors

16th June @ 1535-1620: Chemistry - Toward a Hydrogen Economy with UEA

20th June @ 1615-1700: Classics - Beliefs & Ideas

21st June @ 1300-1345: HE Guidance - The Transition to University

21st June @ 1535-1620: Natural Sciences - Nuclear Magnetic Resonance Spectroscopy

Two ways to register for an event: See Mrs Horn (hornd@woodford.redbridge.sch.uk) if in doubt

1: Participate in the Library **OR** 2: Use your Own Device

June 2022

22nd June @ 1535-1635: Music - Identifying & Describing Musical Elements with Sheffield Uni

23rd June @ 1535-1635: Politics - Democracy & Participation NEW

27th June @ 1245-1330: HE - Developing Your Skills & Experience for Post 18 Applications NEW

28th June @ 1400-1500: PE - Sport & Exercise Science

29th June @ 1245-1345: Politics - Focus on Political Parties

29th June @ 1535-1620: Law - The Forgotten Victims of Crime NEW

30th June @ 1615-1715: Engineering - Uni Faculty Tour

Two ways to register for an event: See Mrs Horn (hornd@woodford.redbridge.sch.uk) if in doubt

1: Participate in the Library **OR** 2: Use your Own Device

July 2022

4th July @ 1115-1215: Business - Strategy

5th July @ 1535-1620: Education - Being at Teacher in 2035

6th July @ 1300-1345: Science - Persistent Organic Pollutants **NEW**

6th July @ 1615-1715: Medicine - Diagnosis Skills Workshop

7th July @ 1535-1620: Psychology of Terrorism **NEW**

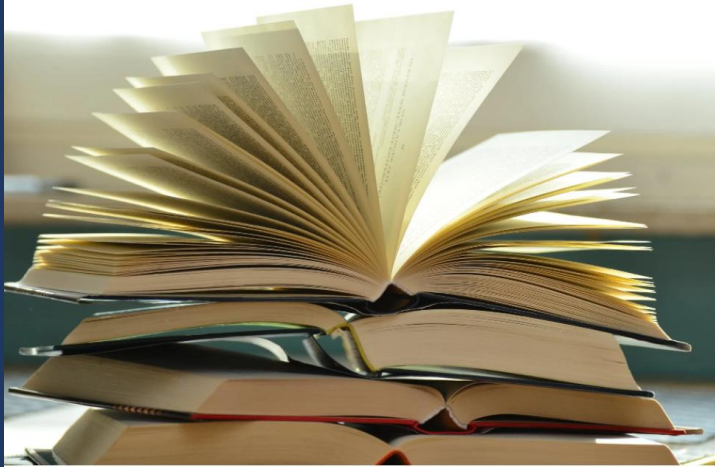
12th July @ 1535-1635: Science - Uni Faculty Tour

25th July @ 1800-1845: HE - Clearing in 5 Easy Steps **NEW**

Two ways to register for an event: See Mrs Horn (hornd@woodford.redbridge.sch.uk) if in doubt

1: Participate in the Library **OR** **2:** Use your Own Device

Year 11 & 13 RETURN Your Library Books



A polite reminder for students in Years 11 & 13 to return all Library books borrowed before departing on study leave. If you are unsure of the status of your Library account, see me in the Library to discuss.

Many thanks,





Danielle Horn

Librarian

Currently reading Vanity Fair

Meet your Safeguarding and Pastoral Team

			
Ms Pomeroy Headteacher & Deputy Designated Safeguarding Lead	Mrs Greenfield Assistant Headteacher & Designated Safeguarding Lead	Ms Hasler Head of Sixth Form	Mr Saxton SEND Coordinator

			
Mrs Holman Student Guidance Officer & Deputy Designated Safeguarding Lead	Mrs Menon Student Guidance Assistant	Mrs Sawyer Health and Welfare Officer	Mrs Marku Health and Welfare Assistant

KEYS STAGE 3		
Mrs Hawks Head of Year 7	Ms Keith Head of Year 8	Mr Mills Head of Year 9

KEY STAGE 4		KEY STAGE 5	
Mrs Siddiq Head of Year 10	Ms Hossein Head of Year 11	Mrs Easton Head of Year 12	Ms Valente Head of Year 13



Get your day off to a good start with a healthy, tasty breakfast. Have more energy, less headaches/dizzy spells and be ready to learn. Check out the NHS website for quick and easy ideas.

<https://www.nhs.uk/live-well/eat-well/healthy-breakfasts-recipes/>



Strategies that can help with anxiety:

Breathe slowly and deeply.

You can count slowly to five as you breathe in, and then five as you breathe out. If this is too much, try starting with shorter counts. If it works gradually breathe out for one or two counts longer than you breathe in. This can help your body to relax.

Think of a safe and relaxing place in your mind.

It could be your bedroom, a grandparent's house, a favourite place in nature or somewhere you have been on holiday. Sometimes holding a memento of a relaxing place, like a seashell or pebble, can help.

Try using all five senses together.

Connecting with what you can see, touch, hear, smell and taste can bring you closer to the present moment and reduce the intensity of your anxiety. You might think about five things you can see, four things you can touch, three things you can hear, two things you can smell and one thing you can taste.

Try to do something that helps you to feel calmer.

This could be running, walking, listening to music, painting, drawing or colouring-in, writing in a journal, baking, watching a favourite film or reading a favourite book.

Remember that everyone is different, and that over time you will find the things that work best for you in these moments.

PASSIVE - AGGRESSIVE - ASSERTIVE

People tend to relate to communication based on one of three styles.

Passive communicators tend to put the rights of others before his or her own. Passive communicators tend to be apologetic or sound tentative when they speak. They do not speak up if they feel like they are being wronged.

Aggressive communicators, on the other hand, will come across as standing up for his or her rights while possibly violating the rights of others. This person tends to communicate in a way that tells others they don't matter or their feelings don't matter.

Assertive communicators respect their rights and the rights of others when communicating. This person tends to be direct but not insulting or offensive. The assertive communicator stands up for his or her own rights but makes sure the rights of others aren't affected.

	Passive	Aggressive	Assertive
Definition	Communication style in which you put the rights of others before your own, minimizing your own self-worth	Communication style in which you stand up for your rights but you violate the rights of others	Communication style in which you stand up for your rights while maintaining respect for the rights of others
Implications to others	My feelings are not important I don't matter I think I'm inferior	Your feelings are not important You don't matter I think I'm superior	We are both important We both matter I think we are equal
Verbal styles	Apologetic Overly soft or tentative voice	You statements Loud voice	I statements Firm voice
Nonverbal styles	Looking down or away Stooped posture, excessive head nodding	Staring, narrow eyes Tense, clenched fists, rigid posture, pointing fingers	Looking direct Relaxed posture, smooth and relaxed movements
Potential consequences	Lowered self-esteem Anger at self False feelings of inferiority Disrespect from others Pitied by others	Anger from others Lowered self-esteem Disrespect from others Feared by others	High self-esteem Self-respect Respect from others Respect of others Continued../.....

Passive, Aggressive, Assertive Communication continued../....

Example:

Scenario	A friend asks to borrow your pencil case. This will be a big inconvenience to you because you have Art next lesson.
Passive	Umm, yeah, I guess that's fine. Do you want me to sharpen the pencils first?
Aggressive	No way! Why would I lend you my pencil case when I have Art next lesson? You are crazy to even ask!
Assertive	I need my pencil case for Art, but I have some spare pens and pencils, would you like them.

Anger Management Techniques

Relaxation

Not all anger is misplaced, and often it's a healthy, natural response to difficulties.

Simple relaxation tools, such as deep breathing and relaxing imagery, can help calm down angry feelings.

Some simple steps you can try:

- Breathe deeply, from your diaphragm; breathing from your chest won't relax you. Picture your breath coming up from your "gut."
- Slowly repeat a calm word or phrase such as "relax," "take it easy." Repeat it to yourself while breathing deeply.
- Use imagery; visualize a relaxing experience, from either your memory or your imagination.
- Nonstrenuous, slow yoga-like exercises can relax your muscles and make you feel much calmer.

Practice these techniques daily. Learn to use them automatically when you're in a tense situation.

Restructure your thoughts

When you're angry, your thinking can get very exaggerated and overly dramatic. Try replacing these thoughts with more rational ones. For instance, instead of telling yourself, "oh, it's awful, it's terrible, everything's ruined," tell yourself, "it's frustrating, and it's understandable that I'm upset about it, but it's not the end of the world and getting angry is not going to fix it anyhow" and may make me feel worse. Logic defeats anger, because anger, even when it's justified, can quickly become irrational. So use cold hard logic on yourself. Remind yourself that the world is "not out to get you," you're just experiencing some of the rough spots of daily life.

Problem Solving

Sometimes, our anger and frustration are caused by very real and inescapable problems in our lives. Not all anger is misplaced, and often it's a healthy, natural response to these difficulties.

Make a plan, and check your progress along the way. Resolve to give it your best, but also not to punish yourself if an answer doesn't come right away.

Continued./.....

Better Communication

Angry people tend to jump to—and act on—conclusions, and some of those conclusions can be very inaccurate. The first thing to do if you're in a heated discussion is slow down and think through your responses. Don't say the first thing that comes into your head, but slow down and think carefully about what you want to say. At the same time, listen carefully to what the other person is saying and take your time before answering. Try not to let your anger during a discussion spin out of control. Keeping your cool can keep the situation from becoming a disastrous one.



If you are finding things challenging, as we all do from time to time, do remember to check that you are including the 5 ways to well-being in your daily life, in whatever way you can. Remember the 5 ways to well-being are:

Connect (Talk and Listen, feel connected, be there)

Be Active (Do what you can: Enjoy what you do: Move your mood)

Take Notice (Remember the simple things that give you joy)

Keep Learning (Embrace new experience, see opportunities, surprise yourself)

Give (Your time, your words, your presence)

It is often helpful to talk through concerns or worries with family or a friend so do both reach out to others and be there for your friends and family should they need to talk to you. Sometimes talking through a worry can really help.

Sometimes it may be helpful for you or a friend to access support to access help outside of or in addition to family and/or friends. You can contact the school in several ways to do this and there are various people who can offer help and support.

CONFIDENTIALITY

If you speak to a member of school staff about a private matter this will usually remain confidential between you and that member of staff. If the member of staff thinks that it is a good idea to involve someone else such as another member of staff, an external agency or your parents they would talk to you about this and get your consent. However, all members of staff have a duty to pass on information to only the school Safeguarding Team if they had concerns about your own safety or that of another member of the school community. The Safeguarding Team is limited to Mrs Greenfield and Mrs Holman.

HOW TO ACCESS SUPPORT

Tootoot – this is a way of contacting the school anonymously. You can access Tootoot from the School Website and you would have been sent a login to your school email at the start of the year. You can use Tootoot to get help with problems that you are having at school or to report something you are worried about. There is a small selection of staff who will receive your message when it is sent and will endeavour to answer as soon as they can.

Form tutor – the first place you should go if you have any problems is to your form tutor. They will offer advice if they can and /or will direct you to the relevant person in the school who can help. Currently you may be able to speak to your tutor at the end of a Teams Meeting or by emailing into the relevant KS Administrator asking your Form Tutor to contact you (you would not need to give any details). You could also get a message to them through Tootoot but would need to give your name so that they would know who to contact.

Head of Year – form tutors usually work closely with Head of Year. You can also go directly to your Head of Year if you would prefer to do this.

Continued below/

Student Guidance Team – Mrs Holman and Ms Menon are available to speak to you if you have a problem, whether related to school or more personal and will guide you as to the best way to deal with the problem. They may offer to see you again themselves or advise you to see a school counsellor.

School Counsellor – Feeling overwhelmed? Scared because your parents are splitting up? Feel like you don't fit in? Sometimes it's just not possible to sort through tough times alone. Problems can build up and you may lose sleep, find you can't concentrate on school work/homework, or even become depressed. When you need to talk to someone, your school counsellor can be a great person to help you through your bad times. They will listen and help. They'll take your problem seriously and work with you to find a good solution. School counsellors are trained to help with most issues. Please speak to your Form Tutor or other member of staff or enquire via Tootoot. Speaking to a counsellor is informal, just like a chat.

Counselling is very informal, like having a chat and the Counsellors may ask questions or give advice. The sessions are about you and is your time to speak about what is worrying you.

The Body Scan

Mindfully scanning through the body, starts with breathing into the toes and feet, working all the way up the legs into the abdomen, through the belly and upper torso, moving to the hands and arms, the shoulders and neck, then into the face and back of the head, and finally ends at the crown. Lying down meditation focuses attention systematically on the whole body. Widening the scope of awareness to include every part of our physical being, this practice reminds us that we are more than simply residents of our own head.

It can be especially recuperative if we allow ourselves to rest in the awareness of being completely relaxed and supported for 10 – 20 minutes each day. A body scan carried out when we are fully awake can revitalise our sense of being alive and present in the moment. Alternatively, our intention may be to fall asleep as we go about deeply relaxing each body part in turn while focusing on breathing into and letting go of tensions that have accumulated during the day.

TRY THIS:

Beditation

1. Lie down on your back in a safe space where you won't be disturbed.
2. Cover yourself with a blanket to keep warm. Or settle down in your bed to sleep.
3. Allow your eyes to close.
4. Place your hands on your belly and gently settle your attention on the rising and falling of your diaphragm as you breath in and out.
5. Take a few moments to feel your whole body lying there, register where you notice the points of contact with the mat or the bed.
6. Take an intentional breath in & imagine the vitality of the inhalation travelling all the way down to into your toes and feet. As you exhale, notice any sensations you feel there.
7. When you are ready to leave the toes and feet, take a deeper breath in and allow any tension or discomfort you find to dissolve in awareness as you exhale and move your attention up into the lower legs and knees.
8. Continue to move up through the rest of your body. If you experience any discomfort such as cramp, it's best to release the tension by moving or massaging away the discomfort before continuing with the scan.
9. The important point is to allow yourself to fully relax, and to drift into sleep as your body pulls you in that direction.
10. If you wish to remain awake, try doing the body scan on a yoga mat with your eyes open during the day.

Here is a link to Professor Mark Williams 40-minute, guided, body scan meditation:

www.youtube.com/watch?v=OyRNHvPPNbE

Everyday Mindfulness

Mindfulness Based Stress Reduction or MBSR is based on the principle of bringing full awareness to the present moment. This detached attitude of mind helps us recognise the physical symptoms of stress and uses focus on the breath to reduce the anxiety caused by constant rumination and worry.

Insight into our habitual thought patterns brings new understanding and increases our ability to focus our attention where it is needed most. The clarity of mind that comes with regular practice explains the renewed interest in this ancient skill, at a time when there is much each of us needs to do to look after our health, the health of others, and protect the biosphere that is our beautiful planet.

A series of calming, guided meditations from the Oxford Mindfulness Centre can be accessed online free of charge. Their website also includes a helpful information section written with young people in mind.

www.oxfordmindfulness.org

TRY THIS:

Being in the present moment

Set aside 10 minutes after a busy day at school. Find a place to sit comfortably where you will not be disturbed. Lower your gaze or let your eyes close. Rest your hands on your lap, palms upwards or fold your hands together. Breathing through your nose, notice where you feel the sensations of inhalation and exhalation most vividly.

Your thinking mind will pull for your attention, when it does, consciously bring your awareness back to the physical sensations of sitting and breathing. Remain upright, so you stay awake. Adjust your posture from time to time if you feel uncomfortable. Imagine you are a mountain.

Emma Liebeskind
Mindfulness Teacher
Sixth Form Enrichment

Mindful Walking

Walking is something we do every day without stopping to give it a second thought. Given the option, most of us would rather take a lift than walk to the shops. But this simple form of exercise has many stress relieving benefits.

Shirin Yoku or forest bathing is a form of meditative walking that is very popular in Japan. Designed to help people take time away from their screens, Shirin Yoku trails are chosen for their beauty and tranquillity. Forest bathing is known to improve immune function and lowers anxiety.



Mindful walking has been scientifically proven to reduce the harmful physical effects of stress and increase peace of mind. It can be practised outdoors anywhere you feel safe enough to walk with greater awareness.

The steps that follow describe how to perform mindful walking:

Preparation for mindful walking:

- Find somewhere safe to walk where you will not be disturbed: your garden, a city park, country lane, or a busy street – are all equally good.
- Wear comfortable clothing and shoes for walking.
- Stand still and become aware of how you feel.
- Consider your posture, the weight of your body, feet in your shoes, and your muscles as you balance.

Mindful walking instructions:

- Take a few deep breaths and slowly bring your awareness into the present.
- As you begin walking notice how your feet feel when they make contact with the ground.
- Slow down and notice the sights & sounds around you.
- Deepen your breathing if it feels comfortable.
- When your mind drifts, gently guide your thoughts back to the sensations of walking and breathing.
- Continue walking for as long as you feel safe and comfortable.

Mindful walking is free and doesn't require any specialist equipment. Half-term may provide the perfect moment for you to try this form of moving meditation for yourself.

Emma Liebeskind
Mindfulness Teacher
Sixth Form Enrichment



TALK & LISTEN,
BE THERE,
FEEL CONNECTED



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY



EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF



Your time,
your words,
your presence

MY CIRCLE OF CONTROL

I WILL FOCUS ON WHAT I CAN CONTROL



THINGS THAT ARE OUT OF MY CONTROL

What other people do

Things from the past

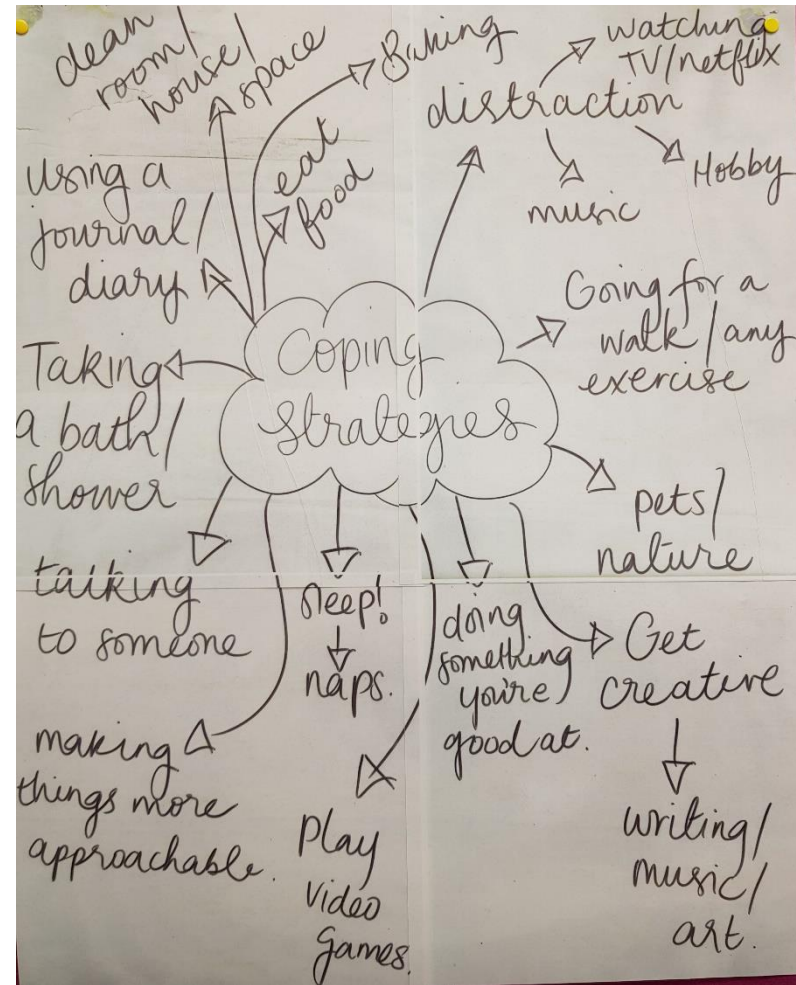
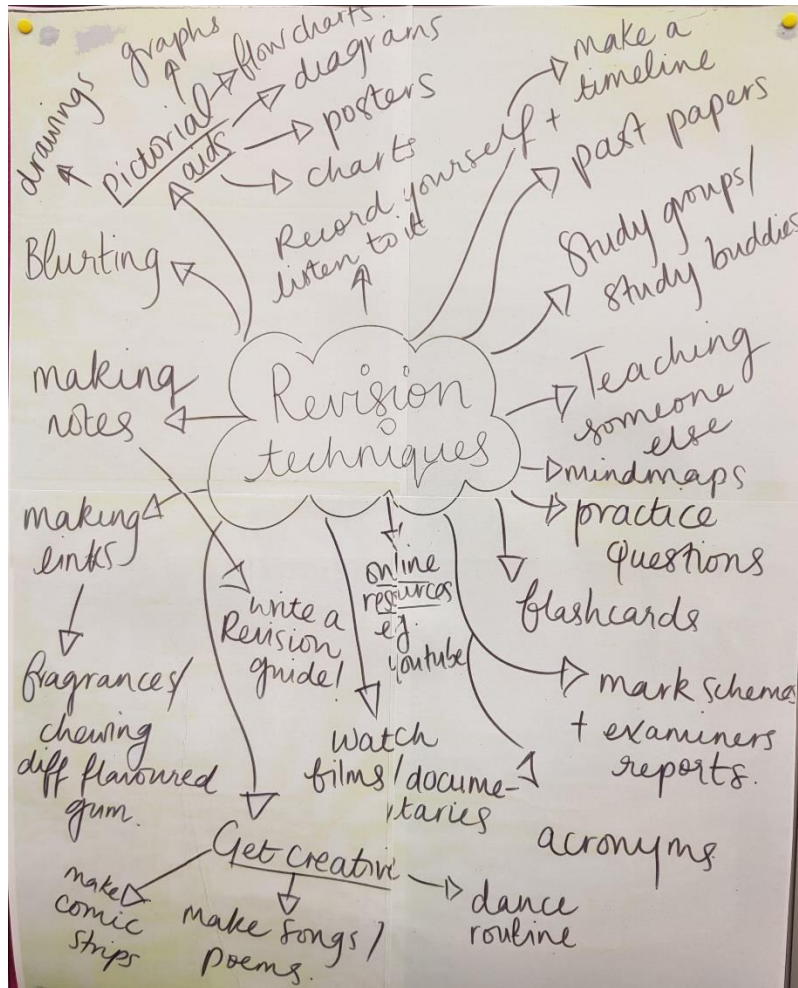
Other people's choices

What other people say

How other people feel

The weather

EXAM COPING STRATEGIES AND TECHNIQUES AS ADVISED BY PAST STUDENTS



Helpful websites:

You can text: YM to 85258 for free 24/7 support

<https://youngminds.org.uk/>

Online well-being platform that is accessible through mobile, tablet and desktop and free.

<https://www.kooth.com/>

HOPELINEUK (PAPYRUS)

Phone: 0800 068 4141

<https://www.papyrus-uk.org/>

Email: pat@papyrus-uk.org

Text: 07860039967

(Mon – Fri 0900 – 2200 and Sat – Sun 1400 – 2200)

YOUNG MINDS

kooth



Sexual Abuse

There is a helpline run by the NSPCC and is available to current or past victims as well as parents, carers or professionals with concerns. The number is 0800 136 663. The helpline is free and anonymous, and will be open Monday to Friday from 8am – 10pm and Saturday to Sunday from 9am – 6pm.



The Mix Crisis Messenger



CRISIS TEXT LINE |



**gr'ef
encounter**

supporting bereaved children & young people

gr'eftalk helpline

0808 802 0111

Weekdays 9am-9pm

 **CHAT**

 **EMAIL**

 **CALL**

Drugs and Alcohol Help and Advice

Redbridge Fusion NELFT Free and friendly confidential service to young people in the borough of Redbridge under the age of 18.

Station Road Centre, Station Road,
Barkingside,
Essex IG6 1NB

Tel: 020 8708 7801

Fax: 020 8708 7802

Email: fusion@redbridge.gov.uk
Monday to Friday



NHS Foundation Trust

FRANK

Drugs A-Z News ▼ Help and advice Contact

Search Q

0300 1236600

**Honest information
about drugs**

<https://www.talktofrank.com>

LGBTQ+

Dear Students,

Pride is a movement which celebrates diversity as well as protesting against discrimination and violence as whilst the rights of the LGBTQ+ community have come a long way, there is still not full equality. There is plenty of information online about the history of the development of the rights for the LGBTQ+ community available online, for example –

<https://www.bbc.co.uk/newsround/40459213>

Remember, Pride is all about inclusivity and diversity. The priority is the promotion of equality and creating a community and a safe space for people to be who they are.

If you, or anyone you know, has any questions about this or feel that they need some support then you can speak to a trusted adult at school such as your Head of Year or Form Tutor. Alternatively, the following websites might be of use –

- **Stonewall**
For further information about LGBTQ+ and support, please see –
<https://www.stonewall.org.uk/>
- **Give us a Shout**
Accessed on –
<https://giveusashout.org/>
Or can be reached 24/7 via text on 85258
- **The Proud Trust**
For information about local support groups, you can use –
<https://www.stonewall.org.uk/>
- **Mermaids** (especially for young people who feel at odds with the gender they have been assigned)
Accessed on - <https://www.mermaidsuk.org.uk/>
Or you can call from Monday-Friday 9am-9pm on **0344 334 0550**
- **Switchboard** (an LGBTQ+ Helpline)
Accessed on –
<http://switchboard.lgbt/> for online chat and email service
Or you can call from 10am-11pm everyday on 300 330 0630

Please look out for some information from me with regard to the Pride Youth Network!

Take care now.

Miss Keith

Pride Youth Network Co-ordinator





WELCOME TO THE PRIDE YOUTH NETWORK!

Years 7-9 Meetings on Week A Monday
Years 10-11 and Sixth Form Meetings on Week B
Monday

Both Meetings are in SF7 from 1:30-2pm!



tootoot)))

Speak Up Speak Out

Log your worries on
tootoot today



Log in on the web
www.tootoot.co.uk



GET IT ON
Google Play



Download on the
App Store

Dear Students

Woodford County High School subscribes to Tootoot, this is an online reporting platform and app for students. We are aware that there may be times when you may not feel comfortable to speak to someone face-to-face about your concerns, or may be concerned about being identified or potentially making matters worse.

With Tootoot, you are able to safely and anonymously report your concerns and worries to mentors (WCHS safeguarding and pastoral team), so use this as a first step to resolving your concerns. ***Although anonymous please be aware that in the event of a serious safeguarding issue, (i.e. where a student is in danger of imminent harm) it would be possible for the Designated Safeguarding Leads to gain access to identify the student.***

Tootoot is accessible anywhere, anytime and on any internet-enabled device, if there is something that is concerning you, or making you feel unsafe (whether an issue personal to you or a wider concern about others in school) you can use this platform to raise your concern. School should be a safe place where you can grow in confidence and learn, no one should ever be bullied. When reporting you will also be able to attach supporting evidence, such as images, screenshots or documents etc.

Ms Hasler and Mrs Easton, as well as the school's Student Guidance Officer Mrs Holman and Assistant Student Guidance Officer Mrs Menon, will be happy to discuss any concerns you may have in person.

Please note that Tootoot **should not** be used for day to day school-related questions, please speak to your form tutor, teachers or Key Stage Administrator for these. You are also able to contact your teachers via email who will get back to you during a school day.

Keep an eye out for an email from Tootoot with your login details, which will be sent out via the Tootoot system. Your accounts are linked to your school email therefore should you forget your details going forward, you will always be able to use the "Forgotten your login/password?" feature on the home page to receive a password reset link.

Regards

Mrs Del Giudice
Network Manager

PE Extra-curricular (Summer)



PE	Monday	Tuesday	Wednesday	Thursday	Friday
Before School				Miss Runacres's Fitness Class <i>Sports Hall/ Dance studio</i> 7.45-8.15am	All Years - Morning Mile <i>JBR – Field</i> 7:50-8:15 KS4 Badminton <i>VJA – Sports Hall</i> 7:50-8:20 <i>*Until 13th May</i>
Lunch time (Times vary)	KS3 Netball shooting <i>Katelynn (Y12) – Top netball courts</i> 1:30 – 14:00 Year 9 Badminton <i>KRU – Sports Hall</i> 13.30 – 14.10 <i>*Until 16th May</i>	Running Club <i>Rachael (Y12)</i> Field/sports hall 14:00 – 14:20 Year 11 Volleyball <i>VJA – Sports Hall</i> 13:30 – 14:00 <i>*Until 13th May</i>	Year 10 GCSE PE Theory <i>KRI - SH3</i> 1.30-2pm Year 7 & 8 Cricket <i>VJA – Sports Hall</i> 13:30-14:00	All Year Groups Basketball <i>Safura (Y12) – Sports hall</i> 13:15 – 14:15 <i>*Until 19th May</i> Y7/Y10 Dance <i>Anjola (Y12) – Dance studio</i> (Y10) 13:10 – 14:40 (Y7) 13:45 – 14:15 Year 10 & 9 Rounders <i>KRI/KRU – Field</i> 13:40-14:20	All Years – Athletics <i>KRI – Field</i> 13:30-14:10 Y8 Bench ball <i>JBR – Sports Hall</i> 13:30 – 14:15 <i>*Until 20th May</i>
After school	Y7 Rounders <i>VJA – Field</i> 15:45 – 16:45	Trampolining <i>KRU – Sports hall</i> 3:45 – 4:45 <i>*Until 17th May</i>	All Years - Football <i>TLE – Field</i> 15:45 – 16:45 Year 7 & 8 Badminton <i>Mia (Y12) – Sports hall</i> 15:45 – 16:30 <i>*Until 18th May</i>	Year 8 Rounders <i>JBR – Field</i> 15:45 – 16:45	Year 8, 9 & 10 Prisons <i>JGR – Sports Hall</i> 15:45 – 16:15 <i>*Until 20th May</i>

Miss Runacres' Fitness Sessions

All Year groups welcome!

Will vary from:

- Legs, Bums & Tums class
- Circuits
- General fitness
- Ab attack class
- Zumba

**Thursday mornings
@7.45-8.15am**

Sports hall/Dance studio

*(Wear anything sporty & trainers
Bring a water bottle)*



**The beats will be
pumping!**

All years welcome



CROSS COUNTRY CLUB

Date: Every Tuesday

Time: 1:40 – 2:00

Location: Go to the Sports building to meet me and get changed. I will register you.

If it is sunny, we go to the field; if it is wet, we stay indoors.

Queries: talk to Rachael Lam (Year 12)



London Borough of

Redbridge



REDBRIDGE **YOUTH HUB**

**A virtual one-stop shop for
young people aged 16-24**

Find information and resources on

- ◆ education
- ◆ employment
- ◆ careers advice
- ◆ training
- ◆ apprenticeships
- ◆ managing money
- ◆ health and
well-being support



www.redbridge.gov.uk/youth-hub

