



NEWPORT NEWS

A fortnightly update from NGHS

Volume 7 - Issue 10 - Friday 2 February 2024



Miss Webster (Head of School) & Mr Scott (Executive Head)

Since the last edition of Newport News, it's been a busy fortnight at NGHS. Firstly we'd like to commend our Year 13s on their calm completion of mock examinations. Year 13 are a fabulous year group and we hope they will celebrate their successes, whilst also focusing on the necessary areas for develop in the next few months. We'd also like to thank all their teachers for taking time to mark and feedback on the examination papers; we don't underestimate the time taken to do this.

Our assembly this week has focused on Youth Parliament elections with one of our Year 12s standing

to represent the local area. Our recent assembly on the iDEA awards has stirred up a frenzy with our IT rooms becoming packed at lunchtime as students get involved in collecting awards online for showcasing their IT and problem-solving skills. Mr Ley is thrilled with the uptake!

Our U19 netballers played magnificently in the Regional Finals last Sunday. It was a pleasure to watch them finish in 4th against a number of leading independent schools. They should feel very proud.

We have also marked Holocaust Memorial Day and Time To Talk Day in the last fortnight and you can read more on both in this edition. We also start to shift our 'spotlight' focus from different faculties to year groups with Year 8 being featured in this edition.

Lastly we'd like to congratulate our Oxbridge offer holders who are featured below. In spite of national concerns about the UCAS process changes this year, we have a huge number of Year 13s holding full suites of offers for September and in the coming weeks they must take time to make the best decisions. Advice for parents and students is, of course, available from the sixth form team or ourselves.

With every good wish, **Mr Scott & Miss Webster**



Oxbridge Success!

We congratulate five of our Year 13s on receiving offers from Oxford & Cambridge this academic year. Their subject and college choices are shown below. Well done!

- 👉 **Sophie** has an offer to read History at Newnham College, Cambridge
- 👉 **Swara** has an offer to read Law at Clare College Cambridge
- 👉 **Emilia** has an offer to read Asian & Middle Eastern Studies at Murray Edwards College, Cambridge
- 👉 **Braeagh** has an offer to read Law at Trinity College Cambridge
- 👉 **Sophie** has an offer to read Biology at Lady Margaret Hall, Oxford

Charities Week 2024



Next week will see Newport Girls' High School celebrate its annual Charities Week. This year our focus will be on local charities, and Austen will be raising funds and awareness for The Haven in Wolverhampton, Roddam for Birmingham Children's Hospital, and Seacole for Severn Hospice.

Each day next week there will be a different whole-school theme for students and staff to partake in. On **Monday** everyone is encouraged to come into school in their favourite (suitable) pyjamas, onesie or other loungewear. On **Tuesday**, students can accessorise in their house colours, and **Wednesday** gives you the opportunity to swap one item of school uniform for something a little bit different. Maybe swap your school shoes for some wellies or wear a Hawaiian shirt under your blazer. **Thursday** is all about headwear, so

either crazy hair, hats or both, and **Friday** is a mufti day to finish of the week.

Students will be asked to pay a minimum of £3 upfront to their form tutor on Monday 5th February if they wish to partake in all or any aspects of this. Please however be reminded that choices must be safe and appropriate for a school environment - this means that for all students no revealing short or low-cut items should be worn and additionally no midriffs should be seen.

There will also be lunch time activities each day for students to partake in or spectate for a small donation. Monday is our annual staff vs. students netball match, (£1 to spectate), Tuesday is a Valentines Crafternoon with Miss Walker (£1 to take part), Thursday is a staff vs.

student fun quiz with prizes (Teams of 4 max., £2 entry per team), and Friday sees the amazing House Dance competition in the hall (£1 to spectate).

Finally, individual students and forms groups are welcome to arrange their own smaller fundraising opportunities, such as running a guess the number of sweets competition, making and selling homemade wares (e.g. bracelets / artwork / candles), or sponsored events (which must not take place during the school day). **This year we do however request that students do not bake, make or buy food items to sell.**

We are all really looking forward to this spectacular opportunity for our school family to come together and have some fun during the last week of term, and we hope that all of our students have the opportunity to contribute in as many ways as they are comfortably able to.

Mr O Pointon, Assistant Head

Safer Internet Day takes place next week on February 6th. This purpose of this day is to raise awareness and unite people under the theme "Together for a Better Internet". The UK Safer Internet Centre suggest the following top tips for parents and carers to help you keep your child safe online:

- ☒ Have conversations without judgement - try and ask questions and take an interest in what your child enjoys online. This will help your child feel that they can come to you if they ever make a mistake or experience a problem online
- ☒ Keep learning about apps and games your child uses – there are numerous websites available such as Common Sense Media and The Family Gaming Database which include invaluable sources of information. There is also a guide to apps available at the following website which you may find helpful <https://www.internetmatters.org/resources/apps-guide/> They also recognise that things change so fast online that it can be hard to keep up with what your child is doing so talking regularly with your child about what apps they are using, and educating yourself in how these work can support you with this
- ☒ Get support if something does go wrong – websites are available for you to support any concerns. Childnet has a useful summary page on how to report online concerns or risks. This can be found at <https://www.childnet.com/parents-and-carers/get-help/>
- ☒ Reassure your child that whatever happens online, you are there to support them – Remind your child that the best way to address any problems they have online is to tell a trusted adult immediately
- ☒ If you're unsure of whether the content your child is engaging with or watching online is a good influence on them, it's important that you watch some of the content and consider how it could affect your child



SAFER INTERNET DAY

6TH FEBRUARY 2024

Miss S Webster



U19 Regionals 2024

Congratulations to our U19 team and their coach, Mrs Martin, for their excellent team work and resilience on Sunday. Whilst not as cold as last year(!) the team kept their spirits up in spite of the chilly temperature in Sandwell! It was a pleasure to spend the day with such great sporting ambassadors as well as loudly cheering them on in every match.

Mr M J Scott, Executive Head

Here is a brief report from Tatiana & Elisha who took part:

The team started off motivated as ever with a drive to win; after receiving our personalised bags and training tops, the Under 19 netball team were prepared as ever to enter the group stages of the Midlands regional competition. We arrived bright and early at Phoenix Academy in West Bromwich where we were off to a cracking start with a comfortable win against Wolverhampton Grammar. We proceeded to win our next game, the team was confident in their ability to triumph through the group stages. As the day progressed we remained in good spirits however we were unable to secure a win in our other matches despite close scores. Although in other teams this may have depleted high spirits, the Newport Ninjas sustained great positivity and resilience throughout the day. Well done to all the girls that played and a big thank you to all the coaches that came to support and have trained the girls since the beginning of this academic year, we wouldn't have been able to get to this fantastic position without you. With lots of girls in Y12 competing in our U19 squad, we look forward to coming back even stronger next year!

PARENT FEEDBACK

As part of our commitment to constantly improve the quality of education at NGHS, we regularly take on the opinions of our students and their parents and carers. We therefore recently accompanied the latest Year 9 full written reports with a survey to allow parents to feedback their views and feelings about the information they received. Thank you to all of you who took the time to respond and for your helpful and constructive feedback. Over 97% of responses stated finding the information within the reports to easy to understand, and that the difference between “target grades” and “forecast grades” was something that was clear. The use of colour in the aspects of learning was also found to be useful and the meaning of these aspects were easy to understand. In response to the written responses, we have also reviewed when and where the use of colour is most effective when applied to a student’s forecast grades, to balance academic progress and personal wellbeing. Overall, 100% of responses reported that the current system of reporting is useful and fit for purpose.

Mr O Pointon

time to talk day

01/02/24

How often do we say 'fine' when someone asks how we are? Too often - as it is sometimes easier than saying how we really feel! Time to talk day tries to break down the stigmas around mental health and encourage open conversations. 1 in 4 of us will experience a mental health problem in any given year. The aim is that if we can have these honest conversations about mental health we will feel empowered to seek help when we need it.

To mark this day our Head Girl and Lower school Head Girl teams have led a cake a chat lunchtime drop in session, supported by our Heads of Year, teachers and Wellbeing Officer.



LEARN AND GROW

As a West Mercia Police Cadet



Applications are now open for our September 2024 intake



WEST MERCIA
POLICE

Citizens
in policing



disability
confident
LEADER

The volunteer police cadet scheme takes a mixture of young people and helps them make a difference for themselves and their community, in a welcoming and supportive environment.

It will give you an insight into policing, as well as teaching you practical skills such as first aid, problem solving, conflict management, and team working, which can be used in any situation.

The programme is open to 16-18 year olds (you must be 16 or over on the 1 Sept 2024).

What are the benefits of becoming a police cadet?

- Make new friendships.
- Take part in fun and exciting activities.
- Support your own community through volunteering and social action projects.
- Challenge yourself to learn and develop new skills.
- Gain an insight into policing.

Where are the cadet units based?

- Hindlip Police Headquarters.
- Bromsgrove Police Station.
- Ledbury Police Station.
- Shrewsbury Police Station.
- Telford Police station.

How do you apply?

For an application form or for further information please scan the QR code below. The deadline to apply for the September 2024 course is midnight on the 14 March 2024.

Apply now: www.westmercia.police.uk/careers
citizensinpolicing@westmercia.police.uk





HOLOCAUST MEMORIAL DAY 27 JANUARY

Last week, NGHS held a number of events to mark this important occasion. Year 9 were involved in creating some beautiful artwork inspired by this year's theme: the fragility of freedom. This artwork is displayed in room 12 which was made into a 'Reflections' room on Friday so that students could spend some time admiring the art exhibition whilst sharing some of their thoughts on the postcards provided. The French Department used the context of 'Holocauste Day' to teach about how to accurately use two tenses in the past. There are some lovely examples below. And furthermore, the Year 10 students viewed an online virtual tour of Auschwitz through our friends at Tour Company TCBC who help to organise a number of our foreign tours; this is movingly described by Kate T (Year 10)

'Freedom' can be interpreted in many ways and means something different for everyone however, its fragile nature remains constant regardless, this is why it is crucial to not take our own freedom for granted and disregard others. To commemorate those lost to genocide and remind us of this year's events held in school last week.

One of these events was an enlightening virtual tour of the Auschwitz camps 1&2. It brutally yet sensitively depicted the lives of those affected by the Holocaust and the atrocities they faced on a day-to-day basis. One aspect of the tour that truly stuck out to me was the exhibitions in Block 5: the Evidence of Crime, in which the individual belongings of the prisoners were kept. This is so important because each individual shoe and suitcase, within the pile of thousands, each had its own story to tell. All too often we find ourselves attributing these sorts of crimes against humanity to mere numbers and statistics but although it may grant some peace of mind, it detracts from the human and personal impacts of them and it is vital to remember that each victim had their own life, their own accomplishments, and their own battles.

The tour illustrates this by showing you everyday objects that once belonged to the victims, like toothbrushes and kitchen utensils, and reminds you that each person once lived a life not too dissimilar to our own, but had their freedom and rights unjustly ripped away from them. However, the tour can only tell us so much and one of the best ways to learn about those affected by the Holocaust is by first-hand

accounts of survivors. Some of the books recommended by the tour guides include: 'If This Is A Man' a story about man's tenacity and determination to survive when faced with the horrors of Auschwitz by Primo Levi, and 'This Way for the Gas, Ladies and Gentlemen' a collection of short stories inspired by the author Tadeusz Borowski's experiences of a concentration camp under the Nazi regime. [Please check age-appropriateness]

The tour ended at a memorial, which reads "For ever let this place be a cry of despair and a warning to humanity." And at least for me the tour left me with more questions than answers, but it reminded us of our duty to help others and from it we learned that perhaps the best way to commemorate those who were victimised by past tragedies is to learn from them in order to make the world a better place.

Hopefully, last week's events have given our school community the chance to reflect on how freedom is fragile and vulnerable to abuse but also enabled us to deeply appreciate the beauty of the freedoms we have.

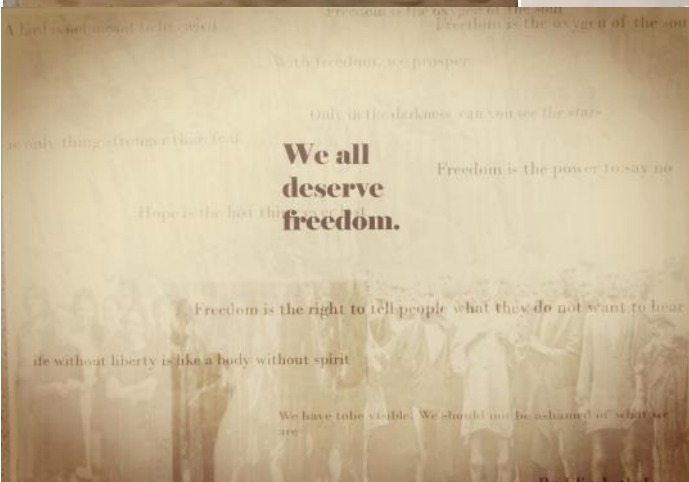
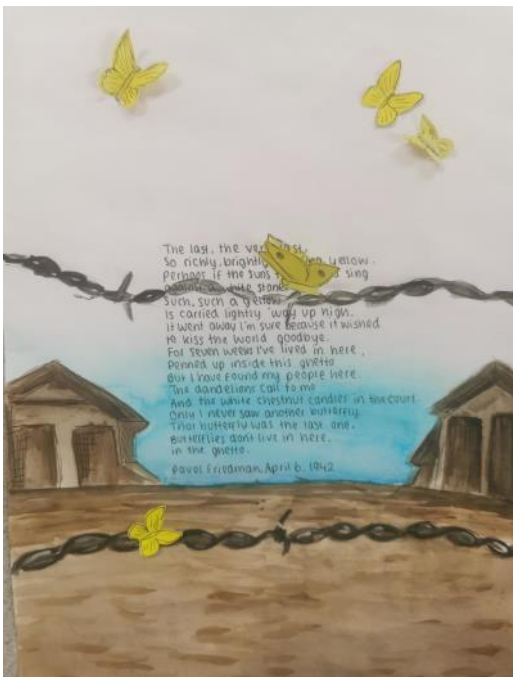
A big thank you must also go to the History and RS Subject Ambassadors in Year 12 for creating a moving and thoughtful assembly about the Holocaust which also marked the fact that it is thirty years since the Rwandan Genocide.

Miss AM Davies
Associate Assistant Head

HOLOCAUST MEMORIAL DAY 27 JANUARY

'Fragility of Freedom' is the theme for Holocaust Memorial Day 2024 and some year 9 artists created beautiful commemorative pieces to reflect upon and highlight Holocaust Memorial Day. Work was displayed in a quiet reflection room in the school and students were invited to come and view the work and write a reflective comment if they wished. Staff and students were very impressed with the work produced, not only because it was all of an exceptionally high standard but because students had represented the theme with such thoughtful and symbolic imagery. Some students produced work focused on Auschwitz-Birkenau and others incorporated quotes from Anne Frank's diary, all work produced was highly creative and displayed is only a small selection. Well done to all students, it was a fantastic effort and the work of the art group provided the school with an opportunity to fully reflect on this poignant occasion.

Mrs A Benoit / Miss J Walker, Art Department



HOLOCAUST MEMORIAL

DAY

27 JANUARY

In French, Year 9 students are currently learning how to use accurately two tenses in the past which naturally led to describe an event in history. This is what our students produced in the context of the "Holocauste Day" last week. Another opportunity for them for cross-curricular work between the M.F.L and Humanities Faculty.

Mr C Audouin, Head of MFL

Sir Nicholas Winton

Moi? J'admire Sir Nicholas Winton. Sir Nicholas Winton est né le 19 Mai 1909 à Hampstead, Londres. Il est décédé le 1 juillet 2015 au parc Wrexham.

Dans les mois qui ont précédé la seconde Guerre mondiale, il a transporté 669 enfants juifs de la Tchécoslovaquie à la Grande-Bretagne.

Aussi, il a reçu le prix du héros britannique de l'Holocauste et de l'ordre du lion blanc.

Sir Nicholas Winton

Sir Nicholas Winton est mon modèle. Il a les cheveux blancs. Il porte des lunettes. Il a les yeux blancs marron. Il est mince et petit. ~~Cette est sa personnalité~~ Il est très gentil et sympa. Il est ^{courageux} ~~courageux~~, fort et modeste. Il est né le 19 mai 1909, il est mort le 1^{er} juillet 2015. Il a sauvé six cent soixante-neuf enfants dans WW2. A mon avis, il est très enthousiasmant. Il n'aime pas se montrer. Il a sauvé ^{des} enfants avant l'Holocauste à éclair. Il ~~à~~ les a sauvés de Tchécoslovaquie en les apportant ~~à~~ en Angleterre. Il est mon modèle!



Anne Frank était une jeune fille qui a vécu pendant la seconde guerre mondiale. Elle est devenue célèbre grâce à son journal qu'elle a écrit sur sa vie alors qu'elle se ~~se~~ cachait des Nazis. Anne et sa famille ont dû se cacher dans une annexe secrète. Elle s'est cachée pour échapper à la persécution. Malheureusement, ils ont été trouvés et envoyés dans des camps de concentration. Son journal a été retrouvé après la guerre et est devenu célèbre dans le monde entier.

Corinne S-P

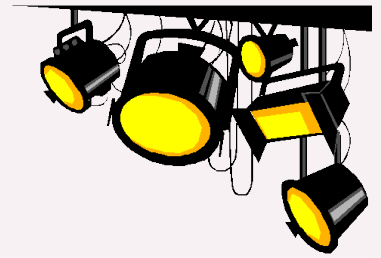
Anne Frank

Moi, j'admire Anne Frank, parce qu'elle avait de l'intelligence et elle avait très influente. Elle était très petite et elle avait les cheveux marrons. Elle était optimiste et très déterminée. Elle portait une étoile jaune parce qu'elle était juive. Elle a vécu à Amsterdam, avec sa famille. Elle est morte dans le Camp de concentration de Bergen-Belsen.

"Je crois toujours, malgré tout, que les gens ont vraiment bon cœur" Anne Frank

YEAR SPOTLIGHT

Year Eight



Welcome to Spotlight on Year 8! Year 8 have been very busy with house events, sporting competitions and of course, options. As their Head of Year, I have been involved in individual options conversations and it has been lovely to hear about all of their plans for the future. There are lots of exciting things to come this year and I look forward to sharing all of their successes with you over the coming months.

Year 8 are starting the exciting process of choosing their options. They have received an informative assembly from Miss Davies highlighting key information about each subject available and have had individual meetings with senior staff regarding their choices and future career paths.

In preparation for this, the Lower School Head Girl Team organised an options fair with each subject represented by some of our lovely Year Ten students. It was an important opportunity for Year 8 to discuss each of the subject options with students currently studying by looking at books, folders and textbooks.

The Centenary Hall was a hive of activity and well attended by keen students wanting to ask questions which was great to see.

Year 8 now have the important task of selecting their option subjects. The [link for the online form is here](#) and must be completed by 8th February.

Mrs A Chapman
Head of Year 8

Year 8 MEGA Achievements!

It's so lovely to share some of the achievement's students are being awarded in and outside of school. Here are some of those that have been shared with me recently. What a busy year group we have!!

Music

- 👍 Piano Grade 3 – Esha, Anna and Aleen
- 👍 Piano Grade 4 - Annabelle
- 👍 Grade 3 Flute – Abigail
- 👍 Grade 1 piano – Shaan
- 👍 Grade 4 Violin - Rouya

Dance

- 👍 2nd in Irish Dancing World Championships – Hope
- 👍 Grade 5 dance – Izzy
- 👍 Grade 5 Ballet – Annabelle
- 👍 Grade 4 Dance - Niamh
- 👍 Tap dance exam – Samma

Sporting

- 👍 Martial Arts – Aamilah
- 👍 2nd in an Athletics Comp. – Erika
- 👍 Handball Comp. – Esme & Sarah
- 👍 Staffordshire Championships
- Swimming – Lauren (pictured)



U13 (Y8) Handball

We left school at 9am and arrived at Charlton shortly after. We all warmed up and prepared for our first game against Charlton. At half time we were leading 8 - 5 and our attack was strong but our defence needed a little work. Charlton started to adapt and improve so we swapped positions several times to strengthen our defence. As the game came to an end the score was 11 - 8. We won!

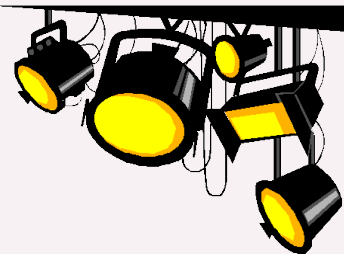
Next, we had a break and watched Charlton play against Oldbury Wells. After regaining our energy we were ready to go against Oldbury Wells, who drew 4 all against Charlton. As the game started Oldbury Wells were leading but we had scored a goal and were getting great shots which were so close to scoring again. But as the game came to an end we just couldn't get past their goalie again and the final scores were 1 - 7 and although we lost, we are all very proud of how much we've improved as a team!

Sarah B (Year 8)



YEAR SPOTLIGHT

Year Eight



Y10s organise Options Fair



With their upcoming options selection, the Year 8's were given the opportunity to ask some questions and solve any queries they had about their future GCSE options, by talking to the current Year 10's about what each subject had to offer. Alongside this, they were able to look through the wide range of displays varying from models and sketchbooks to revision textbooks and posters which the Year 10s have made over the last 2 years. The Year 10s demonstrated the topics they have covered and were able to explain what their subjects are really like at GCSE with their first hand knowledge to help the Year 8s with making their decisions.

Freya – Lower School Head Girl

The Year 10's who were directing the art talk really helped and showed some examples of the mediums you would be using. Seeing the art work helped to create a picture in my head of how I might enjoy taking the subject as a GCSE option. On the languages table, students shared how they found taking each language and their personal experiences, which was invaluable...

Ariaan

My experience of the options fair has encouraged me to take subjects that I had recently been finding hard to decide on. For example, I had been confused about which language to take but once the Year 10 student explained, I know I now have a stronger decision about which I would like to take. Also explained were the computing skills needed in greater depth.

Aamilah

Here's what our Year 10s thought...

Overall, I would consider the GCSE options fair a great success. I was amazed by the large number of students that showed up to learn more about the various options subjects at GCSE. It was an honour to share my love of history with the year 8 students and I was inspired by their obvious passion for the subject. I hope they found it as useful as I found it enjoyable, and that they were left with clear answers as to what subjects they will be continuing as they move into their GCSEs.

Megan (Y10)

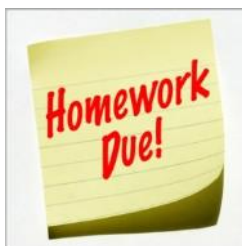
The options fair was a great experience for all participating. The year 10s had lots of fun sharing their enjoyment of the subjects they chose. It was great to inspire younger students with our work and I hope they find it helpful in making their decision later this year. Many Year 8 students arrived to see the excellent work on display, such as the colourful scores in music and the incredible pieces of artwork presented. I really loved to share my passion for music with the year 8 students and I hope they left satisfied.

Calen Mei (Y10)

Pastoral Updates

Despite this half term being relatively short, our students have been rapidly accumulating their NGHS points. Over 4000 points have been issued since our return to school in January with some individual totals exceeding 100 for the year already! We would like to say a huge well done to all those students that try their best each and every day, and contribute so positively to our school family. Furthermore, whilst we celebrate overall totals in our rewards assemblies, we know from our student committees that they would like further rewards for their overall points and not just completed NGHS rows. Mr Pointon will be looking at making some amendments to the rewards system moving forward in light of this.

Some students are still receiving behaviour warnings or points for lack of homework or for forgetting books and equipment. We appreciate that at times students have a lot to remember, however, being organised is an important skill for the future. Whilst we encourage our students to be independent and take ownership of their homework and organisation, we also know that some need support building these skills. We therefore ask for your continued support in helping students with these areas.



Our top tips to help are:

- ⇒ Set up a homework area if you can; make sure it is well-lit, has access to supplies they might need (pens, pencils, rulers) and place it away from any distractions such as televisions, games consoles or mobile phones!
- ⇒ Schedule a regular study time – we know many of our students take part in an array of activities outside of school time which is excellent. However, this can mean they find it hard to balance all their commitments. Help them plan out their week so they can see when they have designated homework time
- ⇒ Praise their work and effort at home to further help with their motivation
- ⇒ If they are finding a piece of work hard or aren't sure what to do, encourage them to contact their teacher for help
- ⇒ Students in older year groups may have longer pieces of homework such as Non-Examined Assessments to complete. These require students to be proactive and keep on top of their work so as not to rush it all at the end. Encourage them to set mini-deadlines such as completing 1000 words by a certain date. This will help them break tasks down into manageable amounts
- ⇒ Where needed, support them with organising the things they need each day. Check that they have the correct equipment, classwork books, any homework due in, and any other things they may need to take such as texts for English.

Finally, can we ask that you reinforce with your child our expectations on mobile phones in school. We still have a small number of students that are receiving behaviour points for use of their phones at break or lunchtime and subsequently having these confiscated.



Mobile phones are not allowed to be used at any point during the school day unless directed by a member of staff in lessons; this includes before and after school in Centenary Hall as well as at break and lunchtime. Thank you for your ongoing help and support.

Miss S Webster, Head of School



Online gaming and keeping children safe

Do you know your whispers from your skins? Your Fortnite from your EA Sports FC 24?

As part of the NSPCC Game Safe Festival, we're encouraging parents, carers and those working with children and families to have conversations about online gaming.

GamCare will be sharing expert advice, and you'll hear directly from young people.

Our webinar will help you:

- understand how young people game online.
- learn about tools and resources that support safe play.
- gain the knowledge you need to keep children safe.



GAME SAFE FESTIVAL

7 February 2024, 7pm-8pm, via Zoom. Book your place via this link nspcc.org.uk/gamesafe/tickets

EVERY CHILDHOOD IS WORTH FIGHTING FOR

© NSPCC 2023. All Rights Reserved. For the Protection of Children. Registered charity in England and Wales (11480). Licences 1200772 and 1200773. Children and adults who are vulnerable. Photographed by The NSPCC. 2023/02/01.

What Parents & Carers Need to Know about PERSUASIVE DESIGN ONLINE

WHAT ARE THE RISKS?

'Persuasive design' refers to the techniques that companies employ to influence our thoughts and behaviours when we're on the internet. These approaches can be spotted on websites, in apps and even as part of some video games. Persuasive design means that this content has been deliberately presented in a way that's intended to encourage you to spend your time or money (or both). These methods often prove highly effective at keeping people engaged and invested for longer than we might expect.

POTENTIAL ADDICTION

In the digital world, persuasive design can make certain activities more addictive and harder to walk away from: some people may begin to feel anxious or irritated without access to their device or their favourite app, for example. It can also often leave users feeling isolated, as – if they spend most of their time on social media – they may start to find it difficult to talk to other people in real life.

MENTAL HEALTH CONCERNS

Scrolling online or gaming without regular breaks is proven to be harmful to our mental health. The constant bombardment of news stories (many of them negative), images and influencers' posts can create sensations of unease, uncertainty and FOMO (fear of missing out). Young people can get so immersed in this environment that they become less likely to spot misleading posts.

PROLONGED SCROLLING

Social media can draw any of us – regardless of age – into a continuous pattern of refreshing our screen, following posts and links down rabbit holes or reading countless comments made by others. This aimless scrolling can eat up time which could have been spent on more productive activities. It could also lead younger users into areas of the online world which aren't age appropriate.

SENSORY OVERLOAD

Repetitively scrolling, clicking on links or playing games can create an unending stream of new information and visual stimuli. Put it this way: social media isn't exactly renowned as a carefree, chilled-out environment. Such overstimulation can become too much for young people to handle, resulting in sensory overload and causing them to feel stressed, overwhelmed and exhausted.

COSTLY ADDITIONS

Video games sometimes display offers for downloadable content or loot boxes which can be bought with real money. While these 'microtransactions' temptingly promise to improve a player's gaming experience, most of the time they are money sinks. Young people in particular, excited by the chance of enhancing their game, could spend quite a sizeable sum very quickly indeed.

PHYSICAL CONSEQUENCES

Hours spent sitting and scrolling means far less time moving around and getting exercise: hardly ideal for a young person's physical health. Additionally, prolonged exposure to the light given off by a phone's screen can lead to eye fatigue and discomfort, especially if viewing it in the dark. Extended phone use before bed can also impact on sleep quality, affecting mood and energy levels over the following days.

Advice for Parents & Carers

ESTABLISH LIMITS

Talk to your child about setting some time limits on how long they can use their phone, tablet or console in the evenings or at weekends – or perhaps how often they can go on a specific app, game or website. You could also decide to involve the whole family in creating this shared screen time agreement, making things fair (and healthier) for everyone.

NIX NOTIFICATIONS

Stop knee-jerk responses at the source by turning off push notifications and alerts. Whether it's a gaming notification or a social media update, these not-so-gentle reminders are designed to catch our attention and lure us back to our device. Switching them off – or even deleting any particularly intrusive apps – can help prevent your child from being reeled back into the online world.

ENCOURAGE MINDFULNESS

Acknowledging any addiction is key in overcoming it – and compulsive scrolling is no different. If anything mentioned in this guide sounds helpful, it could help to have an honest, open chat with your child about how much time they spend online. Get them to think about how often they scroll through social media aimlessly or habitually open it up whenever they have a spare moment.

MAKE A CHECKLIST

Considering a list of relevant questions can be an effective way of helping children figure out why they're scrolling on certain sites or consuming particular pieces of content. A checklist can prompt young people to ask themselves if they're learning anything or benefiting from this activity – or if they're wasting their time. Taking a step back can sometimes help us to see things more clearly.

Meet Our Expert

Rebecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE). As well as delivering workshops and training for young people, parents and schools, she is also a subject matter expert on RSHE for the Department of Education.



The National College®



National Online Safety®

#WakeUpWednesday

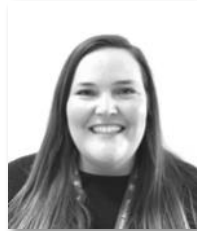
NGHS PASTORAL TEAM WHO'S WHO?

At NGHS, the safety of students, staff and visitors is our top priority. Students can speak to **ANY** member of staff about any concerns, but there are certain colleagues with additional training to support you in pastoral and safeguarding matters.

Heads of Year



Mrs H Goodall
Head of Year 7



Mrs A Chapman
Head of Year 8



Miss J Walker
Head of Year 9



Ms J Capaldi
Head of Year 10



Mrs D Martin
Head of Year 11

Sixth Form Team



Mrs K Griffin
Head of
Sixth Form



Miss E Heyes
Well-Being Officer



Mrs V Glew
Administrator
(Sixth Form)

Safeguarding Team



Miss S Webster
Head of School
Designated
Safeguarding Lead (DSL)



Mrs K Danby
Well-being Officer, CSE Lead
& Safeguarding
Case Coordinator



Mr M J Scott
Executive Head, Deputy DSL



Mrs F Davenport
Pastoral Support, Deputy DSL



Mrs H Birch
Assistant Head, DSL
(on maternity leave)