

Newsletter



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Headmaster's Welcome

It has been lovely to welcome all our pupils back after what has been, I hope, a perfectly balanced half term break for the pupils - productive yet relaxing and offering appropriate down time to ensure they return full of energy for the weeks ahead. Despite the evenings drawing in and the temperature dropping, a full programme of extracurricular activities have lent a buzz to the place this week with music, drama, sport, dance, outdoor education, lectures, pupil led societies and more enlivening the pupil experience. Over half term we saw a range of trips and activities, with a busy Rowing Camp, DofE expeditions and - as described within, a CCF trip and some hard core Outdoor Ed experiences on the water in kayaks and canoes. Well done to all pupils involved in these, and thank you to staff involved in organising and running such exciting opportunities.

Looking ahead, we are hosting our Sixth Form Open evening next week for current Fifth Year pupils and parents as well as those hoping to join Yarm in the Sixth Form. We are also looking forward to the Christmas Craft Fair after a Covid-enforced cancellation last year. Thank you to parents for providing donations as described below, and to those of you who will volunteer on the day; your support is greatly appreciated.

Alongside a summary of some recent talks and meetings penned by teachers, pupil contributions to the newsletter are powerful examples of the talent and motivation here at Yarm. Success in national computing competitions, a description of the debating society's latest meeting, fascinating reviews of lectures by Poppy, Kitty and Gabriel, stunning art by Noah in Artist's Corner, a thought provoking piece on Remembrance and an enticing selection of offerings from pupils in the creative writing society. These all feature alongside the reports of success, determination and pride shown by pupils representing the School at sport: this is another edition that merits a careful read.

Dr Huw Williams

Sixth Form Open Evening

Our Sixth Form Open Evening takes place on Wednesday, 10th November. Fifth Year pupils and their parents can come along from 6:00pm – 8:30pm. There will be a presentation from the Headmaster and Senior Colleagues, and a chance to explore the fantastic range of A-level subjects we offer here at Yarm, as well as the opportunity to speak to staff and students in departmental areas.

This event is open to pupils and parents who attend Yarm in addition to those who attend a different Senior School in the local area. If you know anyone interested in finding out more about our Sixth Form opportunities, they can [pre-register for the event online](#). Current Fifth Years and parents have already received an email from Dr Goodall and should confirm their attendance via the form.

Can You Help?

The YSA are excited about the upcoming Christmas Indoor Market on Saturday, November 20th and would greatly appreciate any help you can give.

Any donations you can make for the charity tombola will be gratefully received. This year the charities supported are the South Cleveland Heart Fund, Sprouts, and the Samaritans. In previous years the YSA have been lucky enough to have a business match fund this charity stall - if you or a business you know would like to do this then please get in touch at ysa@yarmschool.org.

Donations are also required for the bottle tombola - these can be bottles of anything from bottles of wine or spirits to fruit juice or vinegar!

Please bring your charity tombola items and bottle

donations to Senior School reception before Friday 19th November.

Why not get involved?

If you would like to be part of this fun and festive day then there are roles available helping out on stalls for the YSA - just get in touch and let them know what timings you prefer at ysa@yarmschool.org. The Christmas Indoor Market can't happen without the generosity of volunteers. and your support is much appreciated..

Calling all Engineers!

'Engineering is the closest thing to magic that exists in the world' - Elon Musk

Whatever we may think of the engineer, entrepreneur and business magnate that is Elon Musk, we must agree there is some recognisable value in those words. Engineering forms an actual as well as metaphorical bridge between creativity and science. It is also a direction that a steady number of Yarm School pupils chose to head in. It is an enormous field from the recognised branches of civil, mechanical, electrical and chemical, through to engineering in fields nuclear, marine and tech.

Our next Career Cluster event scheduled for the later part of the next half term will seek to explore this dynamic field. I am always mindful that there is a good deal of professional diversity within the parent body, and as such I would be delighted to hear from any parent who feels they work in an engineering capacity and might be interested in being involved in this future programme. Please email me at se@yarmschool.org.

Mr S Edwards

Canoe Adventurers Take On the River Spey



At the start of the Half Term holidays, a team of eight pupils from Fourth Year to Lower Sixth along with four Outdoor Education staff undertook a remote canoe expedition on the River Spey, one of the UK's classic canoeing rivers.

Putting on the river in Aviemore, in the shadow of the Cairngorm mountain range, the group journeyed with confidence and skill all the way to the sea at the Moray Firth. The canoe journey took four days, and we carried all our camping and overnight kit with us in the canoes as we wild camped for three nights on the way. Each campsite was by the water's edge, some with no tap or toilet, and the group cooked their own expedition meals and built a campfire most nights.



The River Spey is quite unique in that the river gathers speed as it gets closer to the sea, draining the massive mountain ranges that surround it. Along the way, the group tackled rapids such as 'The Washing Machine' and 'Knockando' with such skill and enthusiasm as well as lots of other rapids and waves along the way.

The last day had some surprises in store too, as the river turned into a fast moving conveyor belt as it emptied into the sea. Four pupils had a chance to check the water



temperature on this day, with two capsizes (the only ones of the entire expedition). All swimmers came to the same conclusion, the water was cold!

My thanks go to Dr Tulloch and both Cathy and Ian (freelance associate instructors) for leading and assisting on the trip and to the group of pupils for their energy and enthusiasm. This type of expedition is the type of trip where pupils can put into practice all their canoe skills learnt on the River Tees during Games and activities sessions. Keen pupils should keep their eyes out for the next year's Scotland Canoe Classics expedition.

Mr A C Mathers



River Kayaking on the Swale

On Halloween a group of five pupils from Third Year and Lower Sixth headed out on to the River Swale in Richmond for a day of whitewater kayaking.



Getting on just below Richmond falls, the group tackled all the waves and rapids on the river during their paddle down to Catterick Bridge. The main highlights of the day were the bouncy waves of Easby Abbey rapids as well as practicing their eddy turns on a short rapid just before lunchtime (involving lots of capsizes and swimming for all). It was great to see the pupils really push themselves to develop this key kayaking skill in a more challenging section of water, even after two swims each!

My thanks again to Dr Tulloch and Ian for accompanying the trip and their input into leading it.

Mr A C Mathers

Outstanding Success for Oxford Computing Challenge Scientists

Earlier this year, 40 of Yarm School's top Computer Scientists joined 8700 other pupils from across the UK to compete in the 2021 Oxford Computing Challenge. The Oxford Computing Challenge is organised following the Bebras Challenge national results, a competition round reserved for students who scored in the top 10% in the country in their age category.

In a most challenging year, our pupils once again demonstrated their computing prowess, and it gives me great pleasure to announce the winners in the Senior and Junior categories, who received their certificates in assembly this week.

INTERMEDIATE

Distinction and Best in School (Top 1% Nationally)

Robert Qin

Merit (Top 5% Nationally)

Luke Anderson

Harvey Qin

Lewis Roper

Sai Sidaginamale

Dhruv Wadehra

Patrick Winters



Participation (Top 10% Nationally)

Isra Ali

Lucy Bardgett

Nila Baskar

Avanish Batra

Finn Davie

Thomas Hardy

Sophie Jewitt

Anya Kansal

Sophia Kilkerri

Mayank Podalakur

Ajay Selvan

Very well done to all who participated in the competition - roll on 2022!

Mr P Collins

TICKETS ON THE DOOR
LOCAL CRAFT STALLS, AMAZING
CHRISTMAS IDEAS PLUS FOOD
AND DRINK OUTLETS



PL08
CRAFTY CORNER, RUDLOPH
RODEO, CHILDREN'S GAMES
& SANTA'S GROTTO

Are you a poet who doesn't know it?

Hmmmm... What rhymes with Economics?

The Economics and Business department is launching it's annual competition, open to all members of the school community, not just Economists, asking you to write an Economics poem. This can be a limerick, or longer, witty, or serious, but it must be original and it must be based around Economics.

Please submit all entries via email to Miss Rhodes (cer@yarmschool.org) by Friday 5th November

There will be a prize of prizes!

Good luck!

Miss C E Rhodes

North-South Divide

At Econ and Bus Soc, Laura and Ben were discussing the economic and social issues of the north-south divide within England.

They discussed many of the challenges involved with the division and what the government are doing to resolve the issue, including, for example, HS2.

Miss C E Rhodes



Making it Count...

Upper Sixth Business were delighted to once again welcome Mrs Heward, Yarm's Finance Manager, into their lesson earlier in the week. Mrs Heward brought to life, "The External Influences which impact on Finance and Accounting", with a multitude of applied examples relating to the impact of Covid, the Budget and technological change. She then willingly answered a plethora of questions from a keen and engaged group of students

Many thanks to Mrs Heward for her continued support of our department.



Miss C E Rhodes

Indoor Shooting Competition

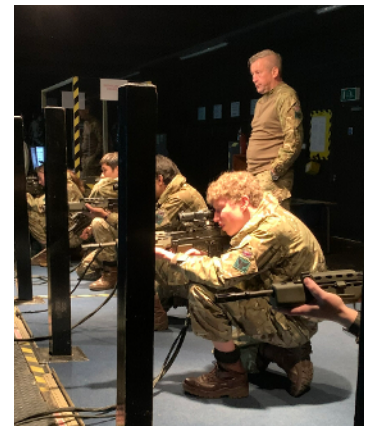
On Saturday 16th October the senior cadets in the CCF visited the Dismounted Close Combat Trainer at Wathgill Camp Catterick. The cadets enjoyed a decent morning of shooting with the SA80 A2 rifle. They fired from various distances out to 300m and from different positions and pieces of cover.



The morning culminated in a competitive shoot where cadets had to get the smallest possible group size with 20 rounds at a distance of 100m. It got very competitive and despite their best efforts no one was able to beat Captain Taylor's 162mm group size. There was however some excellent shooting and the winning cadet was Cpl Dylan Corbishley (Ypres Section) with

167mm group size, in second was WO2 Sophie Brining (Ypres Section) with 190mm. Well done to all the cadets for an excellent performance and good progression using the marksmanship principles.

Mr T Taylor



Let's debate!

This week's debate was 'This House believes cigarettes should be made illegal'.

The proposition opened with Madeline who highlighted the alarming effects of smoking on a person's health and also explored the idea that smoking is largely glamorised in the media and the harm this brings to young people as they may be likely to recreate this dangerous behaviour.

Valerie then countered this with the idea that making cigarettes illegal would cause large amounts of damage to the tobacco industry and the fact that people would likely still get hold of tobacco from illegal places which could pose even more danger.

The second proposition argument came from James who first contrasted the previous point by suggesting that any loss to the tobacco industry could be made up by profit from other forms of the economy. He then presented the high death rates from smoking and secondhand smoke which was especially highlighted by the fact that people who smoke rarely make it past the age of 65. He then continued to argue that cigarettes should be banned as the high health risk and death rate puts severe pressure on the NHS which is already

under strain.

The final argument from the opposition came from Cassie who argued that whilst she did not support the use of cigarettes, the banning of them was wrong as it was restricting the actions of the general population and could possibly lead to the restriction of other items. She also highlighted how other harmful products such as alcohol and unhealthy foods were not banned so the banning of cigarettes specifically was almost pointless. She suggested that instead of banning cigarettes, people should be educated on their harmful effects so that they would be less likely to use them all together.

After numerous questions aimed at either side, the judges concluded that the victors were the opposition for their well-shaped and well-guided argument.

Isabelle Fielding, Upper Sixth

Politics Society meets with political historian Peter Snowdon

On the last Friday before we broke up, members of the Politics Society spent an intriguing lunchtime session in the company of Peter Snowdon. Peter has built a distinguished career as a journalist, historian, political biographer, radio presenter and commentator. He is perhaps best known for his work on political biographies of the likes of Cameron,

Blair, Major and Thatcher, often collaborating with Anthony Seldon.



Peter began his talk outlining the trajectory of his own political career, from a serendipitous early gap year experience conducting research for a biography, right the way through to his current work in broadcasting. He was most encouraging of those considering reading a degree in Politics and Politics-related

subjects, referencing the fascinating fields he has had the opportunity to report on.

A particularly interesting area of Peter's talk focused on the experiences and at times challenges of writing contemporary history, particularly political biographies, whether they be authorised or otherwise. He has had the opportunity to interview for his writing an almost exhaustive range of former prime ministers, ministers, MPs, civic servants and special advisers. Our guest provided innumerable fascinating insights into the nature of journalism and broadcasting, delivered from a recording studio at the BBC. His enthusiasm and appetite for his work was infectious. It proved to be a most pleasant exchange with a good variety of questions from the audience, albeit with the importance and sobriety of the work thrown into relief later the same afternoon as we learned of the news of the tragic death of Sir David Amess MP.

Mr S Edwards

Revolt: The global political significance of punk

'Punk is not really a style of music. It is a state of mind' - Mike Watt

The above title might read more like a spoof than the actual phrasing of a lecture delivered on Tuesday evening to the Yarm School Politics Society. The speaker was Professor Kevin Dunn, Professor of Political Science at Hobart and William Smith Colleges, New York. We joined Prof. Dunn live from New York for a lecture and Q&A on what turned out to be a truly engaging and fascinating topic.



The lecture began with an insightful overview of the meaning, message and mechanisms of punk from its early roots in the 1970s, largely based in London, New York and Los Angeles and then proceeded to share three most curious case studies of punk culture and movements acting as forces of social progress in Northern Ireland during the Troubles, in Indonesia in opposing the Suharto dictatorship and in 2020/21 in Myanmar in the struggles for human, political and civil rights.

An early and important distinction was made between DIY punk and more mainstream, commodified and commercialised offerings. This being important as the 'authentic' manifestations of the genre were defined by their commentary if not assault on mainstream culture, asking questions about 'why?' and then seeking to do something about it. In this respect it was a social movement, not restricted to solely the realm of music. It resisted the status quo, and was reactive as well as prescriptive, offering a 'guide for action and self-empowerment'. Punk's capacity to offer alternative ways of thinking and being, as well as oppositional identities became resonant when exploring the contribution of the punk movement to the Northern Ireland peace process. In the 1970s much of Northern Irish punk culture rejected the sectarian spaces dictated by the politics of the region. Clubs in the less prosperous and doubly troubled neighbourhoods found themselves havens of non-sectarianism and eventually anti-sectarianism, epitomised in the 'Alternative Ulster'; of Stiff Little Fingers, and the now heralded Harp Bar in the city centre. Punk was paving the way for a new politics to alter everyday social realities.

In Indonesia in 2011 a protest of punks led to a month long period of detention, shaming and re-education despite the admission that they had broken no law, but rather offered an alternative vision - a 'social disease' - for the country

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being run dictatorially by Suharto. More recently in Myanmar the punk culture has dynamically diversified from a vocal agent of opposition of the military government, and has engaged in active poverty relief, setting up feeding stations for the country's poor, establishing free medical clinics and the distribution of educational materials.

Professor Dunn was soaked in examples and evidence of punk's political engagement citing numerous other cases around the globe where communities have sought to go beyond passive consumerism and acceptance, and instead sort to be active producers and shapers of their society. Maybe like the first Clash concert in 1976, 'you had to be there', but it really was a fascinating insight into the intersection of politics, society, economics and culture and the dynamic voices for challenge and change.

Mr S Edwards

Politics Society: Dates For Your Diary

The Politics Society have been delighted to host some engaging and thought-provoking guests in the last Half Term.

The lunchtime talks listed below are designed primarily for our Politics A Level students but may well be of interest to a wide range of pupils. There are typically a range of pupils of various ages and interests that attend these events. All of the events for this Half Term are age appropriate for all pupils in the Senior School and all pupils are encouraged to consider attending.

Mr S Edwards

05/11/21 - 12:45 FT	Dr Rosario Aguilar: Lecturer in Comparative Politics, School of Geography, Politics and Sociology, Newcastle University. <i>'Understanding prejudice and emotion in voting behaviour'</i>
12/11/21 - All Day	Lower Sixth Politics Conference University of Hull
14/11/21 - 16/11/21	Upper Sixth Politics Trip to London
18/11/21 - 12:45 FT	Dr Chris Massey: Senior Lecturer in History and Politics, Department of Humanities and Social Science, Teesside University. <i>'The state of the Labour Party'</i>
26/11/21 - 12:45 P3	Dr Jakob Eriksson: Lecturer and Tutor for Admissions, Department of Politics, University of York. <i>'Recovery in Iraq and the challenge of ISIS'</i>
03/12/21 - 12:45 FT	Dr Haytham Alhamwi: Managing Director of Rethink Rebuild Society. <i>'The work of settling Syrians refugees in the UK'</i>
10/12/21 - 12:45 FT	Cristina Masters: Lecturer in International Politics, Department of Politics, School of Social Science, University of Manchester. <i>'An understanding of International Relations and Gender'</i>

YARM SCHOOL
10.30 - 10.45 and 13.00 - 13.30

SWEET

stall

Come along to our sweet stall in the Dovecote from Monday 8th- Wednesday 10th and Friday 12th November to help raise money for the Phab club!

Senior History Society Attend Women, men and money in Britain with Professor Emma Griffin

On Thursday 14th October Students from Fifth Year to Upper Sixth heard from Professor Emma Griffin, a President of the Royal Historical Society on the structures of working and family life in Victorian Britain, men and women's unequal access to waged work, and the legacy of these developments in Britain today. Poppy Gratton and Kitty Brown have reviewed the lecture below:

Women. Men. Money. British historian Emma Griffin revealed her observations after looking into the relationship between the three in the Victorian period. She explored the percentage of men that were good providers coupled with those who fell under the 'other' category. She found that whilst many fathers or so called 'bread winners' were good providers there were also high numbers that were suffering with illness and with increasing mortality rate, this left the women, to be brutally honest, in need of financial support.

Furthermore, there were men who were simply unemployed or reluctant to give their money or even shares of their wages to their wives, instead spending the majority on the way home at a pub for example. As you can imagine this heavily impacted the women in Victorian society.

The shift from then to now. Women heavily relied on men and men heavily relied on women. In this way one could argue that not a lot has changed. However, back in the 19th century this was quite different in nature. Women



depended on their husbands wages as it was uncommon for a woman to work. Men also relied on women to pay for household goods and expenses such as rent. Griffin herself revealed how one is not able to plot women's wages on a graph due to the amount of women who simply didn't have jobs. This displays the extent of male dominance during this time. In regards to this point things have dramatically changed as

we see masses striving to achieve equality nowadays.

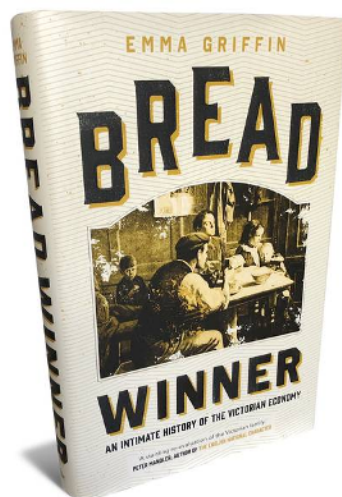
Additionally Griffin spoke about the reliability of primary sources for an Historian. Whilst sources are presumed to be legitimate not all can be reliable, therefore extraction of facts and figures is to be done with vigilance. I will look to do so with upcoming essays!

Poppy Gratton, Lower Sixth

The long view on gender equality

What struck me most about Emma Griffin's lecture *Women, Men and Money* was that she only needed six groups to categorise all the financial relationships between Victorian fathers and their families. Today it is unimaginable to think that you could divide the wide and diverse range of fathers into just six groups, let alone only measure their contribution to family life through financial means.

It shows real progress in modern day society that the duty of a father is no longer limited to simply "providing the money" for the rest of the family. Not only is this beneficial to the wives and mothers, who are now welcome in the workplace and can contribute to the family's income, but also to the fathers, who have the opportunity to embrace more diversity in their life and employment, and form closer bonds with their children.



I think that it is often easy to forget how much progress has been made in the last two hundred years. With the gender pay-gap, the glass ceiling and sexism in the workplace still prominent issues, today's society can often be viewed in quite a harsh light. But listening to Emma Griffin's lecture tonight and reflecting on the progress that has been made since the Victorian era is enough to provide a cause for hope. If both men and women's roles in the house can be completely revolutionised in just two centuries, it is exciting to imagine what improvements will be made in the next two.

Kitty Brown, Fifth Year

Black History Month Lecture: Warm words are not enough – repaying the debt to our Black heroes by Marcus Ryder

On Thursday 21st October History students heard remotely from Marcus Ryder as part of the Newcastle University Insights lecture series. This particular lecture celebrated Black History Month by focusing on Black forgotten heroes.

Gabriel Ade-Browne has reviewed the lecture for us:

As someone who often feels conflicted over issues such as racial identity, listening to Marcus Ryder's talk on how we can honour those who came before us and what they gave up so we can live the lives we have was nothing short of inspirational. Ryder's talk sets itself apart from many of the similar lectures I have watched by not just talking about what is wrong with the world in terms of racism and other acts of discrimination, but what we can do about it.

Ryder introduces the topic by making it personal and relatable and talking about his experiences within the film industry, particularly his mentor Dennis Davis and the importance of having a mentor who you can personally relate to- something covered later on in his talk.

The majority of the talk is based on Black British history with a primary focus on the first generation of Black Britons who set a precedent for future generations by demanding equality in their own home. Notable figures such as Menalik Shabazz are mentioned, cementing the contemporary importance of black history and understanding where we came from. I found the mention of this 'lost history that was deliberately hidden...relevant to all of us' comforting as a reminder that through their efforts this history is now accessible to not only myself but countless others because of their efforts.

The foundation of Ryder's argument is a rejection of Newton's claim that he 'stands on the shoulders of giants'. Ryder's point is as simplistic as it is effective: he argues that



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we should be doing more than standing but actively furthering the cause that proved not only arduous but sometimes fatal to our predecessors. Reaping the rewards of what others fought for is not enough- we need to follow their example so we don't just passively benefit from what others failed to experience themselves.

Ryder encouraged his audience to think about what the best way to appreciate what others have done for us would be, and to do that within our daily lives. The theme of sacrifice frequently emerges throughout the talk- both the sacrifices those before us made and the sacrifices that have yet to be taken. He brings up numerous examples, some well known such as MLK and his 'Long Road to Freedom' as well as more obscure but no less significant figures such as Barbara Blake Hannah as the first black newsreader despite that role destroying her chances for a career. Ryder leaves several quotes to further this, including 'We walk the path cleared by our warriors' and 'They resisted so we could be free'. I felt this was really moving and reimagined the ideal of benefitting from our past with the added image of realising what people had to go through for us to live our comparatively far better lives because of them.

Ryder in his direct responses further provides a unique experience to me through how insightful his suggestions were. His ideals about what should be done to further equality such as employers releasing their spending on salaries between races instead of simply a diversity headcount seem realisable and grounded in reality. He also widens the concept of this struggle beyond Black British diaspora to both an international context as well as the inclusion of other demographics who currently undergo struggles: a 1930s feminists' quote that women 'cracked their skulls' to give future generations a chance especially encapsulated this. There are additional inputs by Ryder about the importance of identity and how impactful having figures in your life such as mentors that look like you and share your experiences really is. He even responded to our very own Mr Tim Taylor about how someone can improve their knowledge of the impact figures such as Menelik Shabazz had through recommending his movies examining Caribbean immigrants and the first Black Britons- particularly Pressure, Step Forward Youth and Burning an Illusion. And although he never responded to my Twitter dms, the questions were satisfying and encouraged building institutions in an organised manner to ensure progress.

Ryder left the talk on a positive note, anticipating a time when we look at not historical figures as victims but learning the links in history and building on them. It is easy to believe that we will never be able to progress if we don't follow examples and make sure the sacrifices they made were worth it.

Gabriel Ade-Browne, Upper Sixth

Keep Up To Date...



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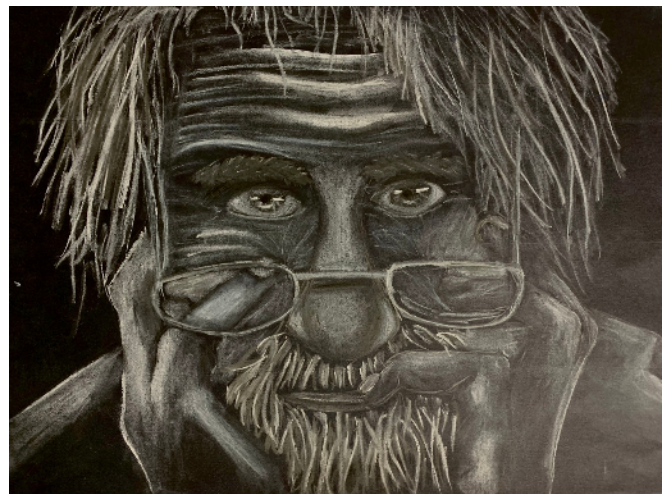
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Artists Corner: Calling All Our Artists!

Please submit your work to the art department for the opportunity to be featured in Artists' Corner. It's an amazing opportunity to show everyone your amazing work! Open to all year groups.

This week, thank you to Noah Filer for these beautiful submissions! The contrasting styles are wonderful.

Jessica Jenyns, Visting Artist



Remembrance 2021

2021 marks the 100th anniversary of the creation of the Royal British Legion, the organisation that helps to organise Remembrance events every year to honour those who serve, or have served, to defend our democratic freedoms and way of life. As such, it is also the 100th anniversary of the Poppy Appeal, the Legion's largest annual fundraising campaign. Each year, members of the public are encouraged to buy and wear a poppy to remember those who have served, with the distinctive red flowers evoking the fields of poppies that grew in Flanders Fields after World War One.

Remembrance in 2020, like most events last year, had to be conducted slightly differently; people attended virtual services or gathered in remembrance in small groups. The Royal British Legion managed to plant some of their Fields of Remembrance within government guidelines, and also created a Virtual Field of Remembrance where people could add tributes virtually in order to remember the fallen. The Royal British Legion are back to their normal programme of Remembrance in 2021, hosting their Festivals of Remembrance in the Royal Albert Hall as they had for many years before the pandemic.

This charity, formed in 1921, is integral to the lives of former soldiers and the families who have lost loved ones fighting for our freedom. They are the country's largest Armed Forces charity, with 180,000 members, 110,000 volunteers and a network of partners to give support whenever needed.

The Royal British Legion's funds help the families and ex-servicepeople that need them most, and by holding the two minute silence every year they help the nation to remember and honour those who have lost their lives fighting for our freedom, both for the past century and for centuries to come. We are proud that we can come together as a school and, in our small way, participate in this important act of remembrance.

Luke Porter, Lower Sixth

Creative Writing

Over the first term of this school year, pupils in the Creative Writing activity have been responding to a number of prompts to inspire their own work, including deriving inspiration from photographs and poetry. The members of the group have very diverse styles, with chosen genres including fantasy, adventure and free verse. Here is just a short selection of their work!

Ms. H Blakemore

Fantasy

The corridor soon became alive with Sorcerers stumbling out of their rooms to find the source of the commotion. Some tried to stop what was happening, but Drola sent them flying away with a mere thought. He would not pause what he was doing for any reason. He heard Yeldeforth calling his name and he knew that soon his torturing would come to an end because of his master's greater power. Drola did not want to finish, however, so he focused on the walls around him and made them explode. The walls began to crumble around him, pieces of rock falling around him and onto Bragnor, killing him. With a protection spell cast, Drola quickly picked up the map and his baby dragon and flew out the window. He looked behind him to see the wreckage he had caused and, as his previous anger subsided, he began to cry.

Luke Anthony, Third Year

Mago the Great

Nyeplush had been naughty and now he was being punished. He'd been bad. Bad. He couldn't remember how long it had been since his master strung him up and let the weather torment him. It hadn't been long since starvation decided to join him. Some days he'd be whipped by salty tempests and others he'd be soaking in cold water as wind slapped him, but each day hunger gnawed at him. She must be angry with him if she hadn't come for him yet. They were lucky he couldn't die. His head hung low as it hadn't mounted onto the cliff face like the rest of him. He didn't think he could feel his wings anymore... but then again he could not open his eyes anymore either, but he knew logically his eyes were still there.

Sophia Kusterer, Fifth Year

Adventure

It was hard pushing her fears down as she knocked on the door. No one knew exactly who ran the lighthouse or why it needed to be run, but every night without fail the torch turned on and burned a viscous yellow, directing no one but nearby cars to the town. She wasn't even sure if she would be answered at the door. She wasn't even sure what she would ask. Her hand hit the door three times. Time passed

slowly as she stood and waited and knocked again. Something told her the door would open, but whether it was her conscience or something deeper was unclear.

Rachel Leng, Fifth Year

One day a terrible storm came upon the island- with waves that smashed against the cliffs and an ocean that had become inseparable from the relentless rain. Wind swept across the land, taking anything it could- ruthless. This storm was enough to make the bravest of souls shiver, when the very foundations of the island seemed in danger of being destroyed and everything collapsing into the sea.

Of course, nobody would have even dared to step outside, to face the wrath of the elements- would they?

Elsa Williams, Third Year

Poetry inspired by the work of Simon Armitage

I am yet to experienced the break of dawn on top of a mountain. Observing the first glimpse of tomorrow, arriving with a cacophony of birds singing and humming their morning tunes. Neither have I been on a yacht during the sun's favourite day, feeling my blood rush as I leap into the pellucid ocean.

But I have ridden a jet ski over the gentle Mediterranean waves whilst my mind pictured what could possibly be alive in the abyss. I still yearn to view the moonlit beach in late autumn when the turtles hatch, at dusk.

Nancy Hartley-Blake, Third Year

Work Experience

During the two week holiday a number of pupils were undertaking work experience opportunities. These occasions are very valuable for gaining insight as well as experience, as well as

demonstrating curiosity, independence and initiative in future applications. Below we have a short report from James Waine who noticed an experience GSK was offering. Pupils should keep a keen eye on the Year Group Google Classrooms for posting about future opportunities.

Mr S Edwards



Over half term, I was lucky enough to be able to join GSK for some virtual work experience looking at how they use engineering and technology to bring a drug from molecule to market. Over the four days, we looked at every detail from drug discovery to production and clinical trials. We also got to tour some of their sites virtually. It was a great experience and not only have I expanded my knowledge of the pharmaceutical industry, but I also picked up a wide range of tips that I think will help me in the future, such as what companies are looking for in the workplace and interview techniques. At the end of the four days, I did a short presentation to the group and achieved a Bronze CREST Award.

James Waine, Fifth Year

Results

Hockey					
Time/Date	Team	Venue	Opponent	Result	Type
02 Nov 21	1st XI	Home	Egglescliffe	Won: 4-1	Friendly

Netball					
Time/Date	Team	Venue	Opponent	Result	Type
01 Nov 21	Girls-U16A	Away	SNS Cup	Lost: 17 - 41	Cup
01 Nov 21	Girls-U14A	Away	SNS Cup	Won: 42 - 30	Cup
01 Nov 21	Girls-U13A	Away	SNS Cup	Won: 32 - 13	Cup



SNS National Netball Cup



The U13, U14 and U16 girls traveled to Newcastle High School on Monday to play the 3rd round of the SNS National Netball Cup.

All teams played well, showing great determination and respect. Both the U13 and U14 squads won their matches convincingly and are now through to the next round of the cup where the U13's will play South Hunsley and the U14's will either face Egglescliffe or Queen Ethelbergas. The U16's competed well but were eventually overcome by a slightly stronger side.

Well played to all the girls.



Sport Weeks Ahead

The weeks ahead are now available online. You can [view them here](#).

What Parents & Carers Need to Know about

SNAPCHAT

AGE RESTRICTION
13+

Snapchat is a photo- and video-sharing app which also allows users to chat with friends via text or audio. Users can share images and videos with specific friends, or through a 'story' (documenting the previous 24 hours) visible to their entire friend list. Snapchat usage rose during the pandemic, with many young people utilising it to connect with their peers. The app continues to develop features to engage an even larger audience and emulate current trends, rivaling platforms such as TikTok and Instagram.

CONNECTING WITH STRANGERS

Even if your child only connects on the app with people they know, they may still receive friend requests from strangers. Snapchat's links with apps such as Wink and Hoop have increased this possibility. Accepting a request means that children are then disclosing personal information through the Story, SnapMap and Spotlight features. This could allow predators to gain their trust for sinister purposes.

EXCESSIVE USE

There are many features that are attractive to users and keep them excited about the app. Snap streaks encourage users to send snaps daily, Spotlight Challenges give users the chance to obtain money and online fame, and the Spotlight feature's scroll of videos makes it easy for children to spend hours watching content.

INAPPROPRIATE CONTENT

Some videos and posts on Snapchat are not suitable for children. The hashtags used to group content are determined by the poster, so an innocent search term could still yield age-inappropriate results. The app's Discover function lets users swipe through snippets of news stories and trending articles that often include adult content. There is currently no way to turn off this feature.

SEXTING

Sexting continues to be a risk associated with Snapchat. The app's 'disappearing messages' feature makes it easy for young people (teens in particular) to share explicit images on impulse. While these pictures do disappear – and the sender is notified if it has been screenshot first – users have found alternative methods to save images, such as taking pictures with a separate device.

DAMAGE TO CONFIDENCE

Snapchat's filters and lenses are a popular way for users to enhance their 'selfie game'. Although many are designed to entertain or amuse, the 'beautify' filters on photos can set unrealistic body image expectations and create feelings of inadequacy. Comparing themselves unfavourably against other Snapchat users could threaten a child's confidence or sense of self-worth.

VISIBLE LOCATION

My Places lets users check in and search for popular spots nearby – such as restaurants, parks or shopping centres – and recommend them to their friends. The potential issue with a young person consistently checking into locations on Snapchat is that it allows other users in their friends list (even people they have only ever met online) to see where they currently are and where they regularly go.

Advice for Parents & Carers

TURN OFF QUICK ADD

The Quick Add function helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this feature could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).

CHOOSE GOOD CONNECTIONS

Snapchat has recently announced that it is rolling out a new safety feature: users will receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users they rarely communicate with, to maintain their online safety and privacy.

KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Your child can send Snaps directly to friends, but Stories are visible to everyone they have added, unless they change the settings. If they use SnapMaps, their location is visible unless 'Ghost Mode' is enabled (again via settings). It's prudent to emphasise the importance of not adding people they don't know in real life. This is particularly important with the addition of My Places, which allows other Snapchatters to see the places your child regularly visits and checks in: strangers, bullies and groomers could use this information to engage in conversation and arrange to meet in person.

TALK ABOUT SEXTING

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it is important to talk openly and non-judgementally about sexting. Discuss the legal implications of sending, receiving or sharing explicit images, as well as the possible emotional impact. Emphasise that your child should never feel pressured into sexting – and that if they receive unwanted explicit images, they should tell a trusted adult straight away.

CHAT ABOUT CONTENT

Talk to your child about what is and isn't wise to share on Snapchat (e.g. don't post explicit images or videos, or display identifiable details like their school uniform). Remind them that once something is online, the creator loses control over where it might end up – and who with. Additionally, Snapchat's 'Spotlight' feature has a #challenge like TikTok's: it's vital that your child understands the potentially harmful consequences of taking part in these challenges.

BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending explicit images to them, your child can select the three dots on that person's profile and choose report or block. There are options to state why they are reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



NOS National Online Safety®
#WakeUpWednesday

Sources: Statista; Mind Social media and young people's mental health (Lifeline); Children's Commissioners Report (https://support.snapchat.com/en-US/https://nationalonlinesafety.com/snapchat-parent-review/); If.com; Independent.co.uk; https://maahab.com/articles/snapchat-status-map/; European Union; Equality Commission (2017); Young People and Sexting - Attitudes and Behaviours Research (findings from the United Kingdom, New Zealand and Australia)



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