

HEADMASTER'S WELCOME

This week, I left the office for a muddy walk around the fields towards Aislaby with more than 100 Sixth Form students who took the opportunity to walk and chat in good company, get some fresh (chilly) air and to remember Felix, a much missed friend. Felix would have been 18 last weekend, and our thoughts remain with his family and friends; we miss him.

The newsletter is chock full of highlights once again, with impressive reminders of recent activities, trips, successes and a range of pupil work: we congratulate Kitty for national success in a translation competition, and admire the artistic (great skulls!), creative and other efforts of a whole host of pupils, societies and more.

There are reports of two debates - one in Debating Society and one, in which I was a judge, as the semi-final of the House Debate competition. I commend each of these reports to you, and have been reflecting on the importance of young people being able to: consider opposing views; listen to and reflect on challenging opinions; defend views that they don't necessarily believe; develop arguments and critical thinking skills, all in a safe and non-judgemental environment. Given the (parlous) state of public debate on important issues - in the Houses of Parliament, the mainstream media and on social media platforms - where it often seems that

mud is blindly thrown from increasingly polarised positions in the hope that it might stick, information is wilfully misrepresented and serious debate is closed down rather than encouraged and embraced, I cannot imagine a more important set of skills to be learned. Our pupils must feel able to learn from and consider a plurality of views, and be willing to change and shape their own views based on experience and analysis, separate from ideology.

Important reminders in the newsletter for parents and pupils include the dates of next term's enrichment lectures, information about booking a flu vaccination for your child and a reminder of the items that each of the Houses is collecting for House Giving week. Yarm engages with our local community in a wide range of ways, with partnership activities ranging from links with local primary schools and charities to concerts, community action to Phab Club, science outreach to careers support - like the recent MMI interview practice for medical applicants - and much more. Giving week is an example of our determination to help our pupils understand the importance of giving back and the value of service. Separately, we read of the launch of 'Memento', our new musical initiative which welcomes sufferers of dementia, their family and carers, to join us in a

community singing event on 13th December. Details of this fantastic new initiative are within, alongside a review of many other musical highlights of recent weeks, including from our community Choral Society.

The Pre-Prep have started off our season of Christmas nativities, plays, carol services and concerts, and I look forward very much to the Christmas cheer ahead!

Dr Huw Williams



Pupils' Festive Artwork Lights Up Windows in Yarm

We've been delighted this week to unveil a wonderful festive project that our Visiting Artist has been working on with our local High Street shops!

'The 12 Days of Christmas' are represented by artwork carefully created by pupils, and displayed in shop windows. Each window depicts a different 'day' from the song - from the partridge in the pear tree to twelve drummers drumming.

Why not explore the High Street and see if you can spot all twelve?

UNIVERSITY OF SHEFFIELD GERMAN TRANSLATION COMPETITION

Kitty Brown (Lower Sixth) has been announced as a joint winner of a German Translation Competition run by Sheffield University. Competitions are run for French, German, Spanish and Russian and are open to students in Y12 and Y13. For the German competition, Kitty had to translate a 300 word extract from Sharon Dodua Otoo's text, *Adas Raum*, into English.

The best ten entries have won a voucher and the chance to participate in a special translation workshop run by the university. As Kitty has only recently started her A Level German course, this is a significant achievement. Wir gratulieren!

Mr T Fellows



MULTIPLE MINI INTERVIEWS

This week saw the successful completion of this year's Mock MMIs (Multiple Mini Interviews). This is a common form of interviewing for applicants of Medicine, Dentistry and Veterinary Science, and is increasingly being used further afield. It is a shorter, quicker form of interviewing than more conventional one-on-one or panel type arrangements and is often compared by some to 'speed dating'. The arrangement consists of a number of stations designed to test key skills, attributes and knowledge in the form of very short interviews.

To assist Yarm School applicants in these areas and this format, for a couple of years now we have offered a mock version of this process. Mr Newman, who has responsibility for Health Professions applicants has a carefully constructed programme that replicates the 'official' experience to an excellent degree.

Nineteen students, including a number of applicants from Conyers School and Egglestone School, experienced ten different stations during these interviews with members of staff. The focus of the interviews included the topics of ethics, teamwork, NHS values, communication, integrity, critical thinking, resilience and calculations. The rapid fire nature of the process requires considerable mental agility, for which the students had been preparing for this event beforehand, not least through the MedSoc activity. Mr Newman will now in the aftermath find time to debrief to individuals and to the group as a whole.

As someone who is frequently pulling together resources to organise such events, I can appreciate the time and effort required to realise such an invaluable experience. Mr Newman with his characteristic

professionalism, commitment to precision and the delivery of a high quality experience, ensured that the students received the very best preparation, as well as presenting as a role model for the high standards required within the health professions. It was immediately obvious to the students themselves that they had been put through a demanding, exacting and authentic round of interviews, that will certainly stand them in good stead in their applications, for which we wish them all the very best in the weeks ahead.

Mr S Edwards



INTRODUCING MEMENTO: A DEMENTIA FRIENDLY CHOIR

As part of my music community partnerships role in Yarm School I have developed a new intergenerational project called 'The Good Companions'. By connecting our children and young people with the wider community, this programme of work ensures that pupils get to experience and understand the wider role that music can play in their lives – as a tool for connectivity, therapy and communication.

Memento is our new choir and music initiative that will engage with people affected by, living with or caring for someone who has Dementia. At its very least, music and singing can

connect and bring happiness. Memento will give all involved a greater sense of empathy, mutual understanding and awareness of the disease but as importantly, ensure that sufferers and carers feel that they can be a part of something meaningful and emotive.

Christmas is a great time to reflect and remember and so we can not think of a better time to come together, sing, smile, share some memories and reflect on the Christmases we used to know. Memento will launch in school on Tuesday, 13th December from 4.30pm until 6pm.

This very special Christmas event is

free and light seasonal refreshments are provided thanks to another Yarm musical partnership creating live music events in the Hampton by Hilton hotel in Stockton.

If you would like to attend, or bring friends or family, please email admin@yarmschool.org stating the amount of places you would like.

'Memento' – you may sing, you may just smile, you may shed a tear... But we will embrace you all in music, in memories and in a collective sense of togetherness this Christmas.

With all best wishes,

Mr M McGrother

HOUSE GIVING WEEK - IT'S NEXT WEEK!

AIDAN HOUSE - Drinks

- ★ Tea/coffee
- ★ UHT milk
- ★ UHT Fruit juice



GIVING WEEK

BEDE HOUSE - CANNED GOODS

These should be any canned food such as:

- ★ Soup
- ★ Tomatoes/ pasta sauce
- ★ Meat
- ★ Vegetables
- ★ Fruit



5th-9th DECEMBER

CUTHBERT HOUSE - TOILETRIES

- ★ Toiletries – deodorant, toilet paper, shower gel, shaving gel, disposable razors, shampoo/conditioner, soap, toothbrushes, tooth paste, nail clippers
- ★ Household items – laundry detergent, sponges/cloths, washing up liquid
- ★ Period products – sanitary towels and tampons
- ★ Baby supplies – nappies, baby wipes, baby wash



OSWALD HOUSE - DRY GOODS

Any boxed or packaged food such as:

- ★ Cereal
- ★ Pasta
- ★ Rice
- ★ Lentils, beans and pulses
- ★ Biscuits



**YARM SCHOOL'S NEW
DEMENTIA FRIENDLY CHOIR, MEMENTO,
PRESENTS:**

**JUST LIKE THE ONES
WE USED TO KNOW**

TUESDAY 13TH DECEMBER

4:30PM - 6PM

AT YARM SCHOOL

Join us as we come together for
a Christmas Singalong, Memories
and Refreshments

Free Entry - Transport Available

To book places and request
transport then please contact
admin@yarmschool.org



**The Good
Companions**



Memento
Dementia Friendly Choir

This event is kindly supported by The Good Companions - a Yarm School Senior Music Department collaboration with The Hampton by Hilton, Stockton

THE CHALLENGE FOR JOURNALISM IN OUR AGE: POLITICS STUDENTS MEET WITH FORMER EDITOR-IN-CHIEF OF THE GUARDIAN

We have all become all too accustomed to the challenges and limitations of journalism and media in the twentieth-first century, but perhaps a reappraisal of its values and virtues is timely. Politics A Level students travelled down to Leeds for an audience with Alan Rusbridger at the Howard Assembly Rooms. There are a growing band of former students of Yarm who are building careers within journalism, but even beyond this possibility, it was felt that a better understanding of media literacy would be most welcomed.

Alan Rusbridger is the former Editor-in-Chief of The Guardian, a position he held for twenty years, and before that two decades as a journalist. Following his retirement from The Guardian he went on to be Principal of Lady Margaret Hall, Oxford, lending his skills to the running of this Oxford University college. He has since moved back into journalism launching Prospect magazine just last summer. Working as he does as the appointed chair of the university's Reuters Institute for the Study of Journalism in 2016 and since 2020, sitting as one of the first members of the Oversight Board created by Facebook, Rusbridger is exceptionally positioned to consider the state of journalism.

He shared a range of illuminating insights in his conversation, as well

as taking a range of audience questions. He discussed at length the change that had occurred in his time from journalist safe behind lines, to the growth of the public voice in comments sections, accelerated by the growth in online journalism. He was more defensive and supportive of social media than one might have imagined, recognising the value in everyone having a voice, and not least in his enthusiasm for the democratisation of journalism. The medium has also shown the way for greater transparency, in requiring greater declaration of evidence and sources. In terms of the question of trust he was more ambivalent; refusing to settle on either side of the debate between the US school of journalism (objectivity at all costs) and the British school of accepted and inevitable subjectivity, he concluded

that 'trust' was the most challenging quality to build, secure and maintain. But perhaps even in this honest ambivalence there is a clear quality of integrity, ambition and professionalism that would be welcomed more broadly across the vast landscape that is journalism.

Mr S Edwards



TWO WEEKS OF RICH MUSICAL OFFERINGS

We traditionally associate Christmas with intense musical activity. However mid November has proved to be a veritable whirlwind of musical activity!

I must pay tribute to everyone who contributed to our highly moving Act of Remembrance; from our singers and accompanying instrumentalists to our incredible buglers, Laura and Jodie (at Senior and Prep School), our whole Senior School community and our visiting piper, the service was poignant and respectfully observed by all present. It is an occasion that will remain in my memory for a long time and, as the piper departed with his sound finally disappearing into silence, the state of collective silent reflection that remained in the auditorium was in itself, incredibly moving. Laura Hull played the Last Post and Rouse in Yarm on Remembrance Sunday; this is one of the most challenging musical occasions and yet she performed with such musicality and maturity on such an important

occasion.

Three days after Remembrance, Mr Williams, Mr Gooding and I had the pleasure of taking Yarm Choral Society, our community choir, to sing Choral Evensong at Ripon Cathedral. It is such an honour to sing in our stunning cathedrals and particularly impressive for a choir that welcomes all, not just accomplished singers and note readers.

Within the same week, we joined with our musical friends from Prep School to put on a Small Ensembles' Concert in Yarm Parish Church. The pupils and students were magnificent and it was heart-warming to see young people from 7-18 years sharing the musical stage and the standing ovation for the Prep Orchestra just demonstrated the camaraderie and the unifying spirit so important in music. The sense of fun was strongly felt at the RockSchool concert, showcasing the incredible talent of our drummers and guitarists, Mr



RICH MUSICAL OFFERINGS (cont.)

Halford promising a dance zone for the next concert. In addition to all of this, many of our young singers and instrumentalists have taken ABRSM and LCM exams too; all the best to those with RockSchool exams on Saturday!

We are now venturing into the joy that is Christmas with a whole host of exciting and enriching events. The "giving" spirit of our young musicians has already begun with performances by talented saxophonists Chloe and James providing so much festive cheer at the School's Christmas Market and at our community offering at Hampton by Hilton in Stockton. With Community Christmas concerts, carol services and a number of charity events to come, our emphasis is very much on community offerings. Please spread the word about our new choir "Memento"; music has the potential to be a positive force of good within our community and I am so proud of everything that our young people do to contribute to that.

Mrs K Staggs



A FOCUS ON COMMUNITY LINKS: YARM CHORAL SOCIETY

Joan Nixon, former Head of Psychology writes about what being part of this community choir means to her:

What does Choral Society do? We sing - a lot. It was started in 2006 by Keith Brown. Anyone with a love of singing was made most welcome and a lot of the original members are still regulars. It gets into the blood. Our community of singers is largely from around Yarm but extends as far as Hartlepool and Stokesley. No Yorkshire passport is required.

We tend to do a concert each term, covering the whole range of music. From classical to gospel, jazz, modern and pop. We have a go at them all. Our repertoire has included The "Messiah", Poulenc's "Gloria", Bach's "St Matthew's Passion" and an unforgettable highlight was singing "The Armed Man" with the Black Dyke Band.

Our singing also takes us to amazing venues. We have sung in Durham and York Cathedrals and our last outing was to sing Evensong at Ripon Cathedral too. So we get to experience places in these wonderful buildings that a normal visitor does

not see. We regularly sing in Yarm Parish Church and often our concerts support a range of charities. Singing at school to a full auditorium of people from the local community is special. At times there has been standing room only on stage too, with the violinists squeezed in playing standing up. The Choir has moulded into a team that helps each other and as we have improved now, happily we have less need of our friends help to pitch the right note or even to show us what page we should be on.

Lockdown made clear how important Choral Society is to us. Most of us returned as soon as we were allowed to. Katie and Rob work us hard but make it fun. Even if we sing the wrong notes they manage to be positive. How rare is that attitude in these times? Katie's boundless energy spurs us on beyond what we thought we were capable of while Rob's habit of playing a classic in jazz style is guaranteed to raise a chuckle.

We always leave rehearsal with a smile. Singing is fun and uplifting and we would say is a stress buster and definitely therapeutic.



ENRICHMENT TALKS

OPERATING A MORALLY SUSTAINABLE BUSINESS



Last Thursday, as part of our series of enrichment talks, we were delighted to welcome Karl Pemberton from

Active Financial, one of the region's largest chartered financial planning firms. The importance of company values, investing in the development of employees, and responding to the challenges of covid were just some of the subjects that Karl spoke about. His wealth of experience as a chartered director enabled him to speak with insight and authority in a highly engaging talk. There was a robust Q&A session at the end, and pupils valued Karl's approachable and knowledgeable demeanour.

This was the second of this term's enrichment talks, and last month we were joined by Andrea Perason, a chemical engineer involved in vaccine production. These talks take place regularly and are a great opportunity to learn and develop our own intellectual curiosity. We are fortunate to have a wide range of guests, experts in their field, speaking on a wide variety of subjects. We have some very exciting talks coming up, so be sure to get those dates in your diaries. If you would like to know more about these talks, please get in touch with Mr Williams.

Mr R Williams

Monday 9th January	Lucy Crundwell: <i>The Mind of a Criminal</i> Lucy is a criminal psychologist at HMP Full Sutton, a men's high-security prison. She will talk about the work she does with the inmates in understanding and challenging their behaviours and mindsets, as they journey through their rehabilitation.
Thursday 26th January	Professor Alexander Stasinski: <i>Passion in Maths</i> Professor Stasinski is a professor of algebra at the University of Durham. He will talk about his passion for maths, and how to ignite that passion in the next generation of mathematicians.
Monday 6th February	Nina Herbert: <i>Tales from an Antarctic Expedition</i> Nina is an ocean conservationist working with the charity ORCA. Over the winter months she will be on expedition in Antarctica to further understand the changes happening to the ecosystem, and look at how to protect it. Nina will be talking about her experiences in Antarctica,
Tuesday 14th March	Christopher Jones: <i>Raising Capital!</i> Christopher is an Investment Readiness Regional Champion for Innovate UK, and will be talking about how and why businesses raise capital.

YARM APPRENTICE

Lord Sugar No.3 - Karl Pemberton from Active Financial - has set a challenging task to the Yarm Apprentices.

"The HR Team at Active Financial Planners wants to expand the reach of their recruitment - currently, they have a very experienced team, but they want to recruit some young talent, to secure the future success of the business. They have experienced difficulty finding young talent in the North East, so, to help them execute their company expansion, they have sought the advice of two recruitment consultancies (the two Yarm Apprentice teams!)"

The teams must consider:
Needs Analysis: Really understand the needs of your client - know the business, and conduct your due diligence.

Understand the Target Market: What issues do the financial management industry face in the North East with regard to recruitment?

Marketing: How will your recruitment company advertise its roles? Where will you advertise its roles? What areas will you focus on when recruiting?

Why you?: Consider... What fees do recruitment consultancies charge? What is your unique selling point as a recruiter?

Gaurav and Lawrie have been selected by Lord Sugar as Project Managers, and the teams will be back in the Boardroom to present their proposals on Tuesday 24th January.

Miss C E Rhodes

CREATIVE WRITING

'How wonderful are those creative writing pieces?! I really am blown away.'- Zana Fraillon (author of 'The Bone Sparrow' writing about the work published in the school newsletter last week).

Here is another short selection of the work of our writers, this time inspired by images of decay and, surprisingly, of Disney princesses!

Generations gone

Dust was starting to pile into my shoes, but what caught my attention was the small hill that led into another indistinctive wooden hut. It felt warmer, as if my fingertips could feel the blistering inferno of the past, despite the freezing wind blowing through empty holes in moss-covered walls. I could feel the generations of families that worked there. Tools with purposes unknown to me laid strewn across the rotten wooden benches among shredded metal, the bench itself uneven with thousands of indents and stories.

My attention diverted to the fragile pots of dark water, full of that much grime that it could no longer reflect. They rested next to thin, dull tracks that had been eaten away by ravenous age or covered in the ash-like sand. The floor beneath me groaned as I took a step, reminding me of the forgotten village's eerie

quietness. There was no sound of metal clashing, a repetitive sound I once found so horrid yet now I missed so much; no stomping of rugged boots as a family hurried to fix something that a neighbour had broken; no shouting from young children running past.

The entire town had an air of mystery to it. That mystery was what kept me coming to this place.

Even months after, I was still coming to this desolate place.

Ava Carter

Forever broken

The ash grey sky was vast and empty, not a single sign of life inside it. A spidery network of branches reached out from the trees like it was searching for somewhere else to be rather than here; anywhere rather than here. Ahead of me, was a black sea of people, a solemn look on their faces. Few took care to notice me, but the ones who did looked at me with pity, as if I was a wounded animal in need of mending. Shielding my thoughts, I pressed my lips together and pushed past the crowd to meet my dad. Intently, I studied his face, noticing the dark circles underneath his eyes, and his tear stained cheeks.

I was the last person to know what had happened. It was ridiculous really, how they kept it to themselves

for far too long; when it wasn't their secret to keep. The whole of that week, there was a dark cloud hanging over our home, and they expected me not to notice?

You would think being lied to by the people you trusted most was the worst part of it all but no. It wasn't. Nothing was worse than the stares. In every corridor, in every classroom, there were eyes scorching my skin, making me feel like they could see right through me, every memory, every emotion, everything I had ever known. It was like I was a display at a museum, with a fragile glass box encased around me, shielding me from being broken, but not from being judged.

Sanju Vasireddy

Manipulation

Antagonised, I watched him casually get on with his life after threatening me. The atmosphere became more serene as the silence enveloped us. The only thing I could hear was the broken tap, dripping inside of the sink, the sound was never-ending. It kept circling inside of my ears, filling the eerie silence but somehow making the situation more tense. Drip, drip, drip. Wearily, I walked towards the table, and I sat down, alone. A lump in my throat emerged and I tried to hide my distress but

CREATIVE WRITING CONTINUED

Euryale looked over his shoulder. He sat across from me; he didn't even utter a word. But I showed no displeasure in that. He opened his mouth to speak. Nothing. I looked at him with a blurry vision. Rapidly, I wiped my eyes, convincing myself he could see right through me. All Euryale did was smile, before saying "You're overreacting again, Atlas".

The smile of a traitor. I could see what he was doing, manipulating me, trying to convince me that I was just overreacting. But the young, small child in me just wanted to hug him, to feel protected.

Charlotte Dawson

What if Disney princesses didn't have a happy ending?

The stories you were told when you were little are wrong. The ones about mermaids with legs and princesses being awoken by a kiss are all wrong. There are no happy endings, only truly tragic tales.

ARIEL

You know the story of the girl who defined nature, the abomination that has become a mere child's story...? However, I'm sure you don't know the real story, one that took place long before the tale you and I were told, when our young girl- well mermaid technically- was merely lazing around

the palace until a yell came through the door.

"Ariel! You better be ready to go in five minutes or you will be grounded for the next year!"

In a fluster, she shrieked back- not in the most convincing tone I might add- "Relax Dad, I'm picking out a star clip to wear!" No way was she going to the stupid presenting ceremony, half these people had known her since she was 3!

So she grabbed her bag and went to see what she could find in the shipwreck of the southern coast.

However, she was soon cornered by her sisters who knew her escape routes by heart, even if they never used them despite Ariel's multiple suggestions.

"Where are you going?"

"Ummmmmmmmmmmm"

"Ariel, you need to go. It won't kill you"

"I prefer not to take that risk. Bye"

Ariel got her legs, only that much is true- it's about the only part of her tale that is - but one thing you don't know is that it wasn't her voice she traded: but her freedom of speech. She would never talk to her family again nor could she come back from whence she came. Eager for her new life, she raced -without a care for the sisters and friends in her castle- towards the light that sliced through

the water like her own personal guide to the surface...

As I mentioned, she was given legs, however, being half mermaid there was some complication. So the second her body left the safety of the splashing waves, the air invaded her throat, and fogged her eyes. She looked around for the invading force and found none. Panicking, she stumbled back into the waves with such a fierce splash that all the sounds of the world she had been only too eager to see a mere moment ago were silenced. And yet she was only to find a fisher's net awaiting her in the water, the string tangled around her ankle. She struggled to free her new legs but found only a more endless net. Soon the net, against all of her protests, dragged her up and out the water. So she died hanging aimlessly in midair.

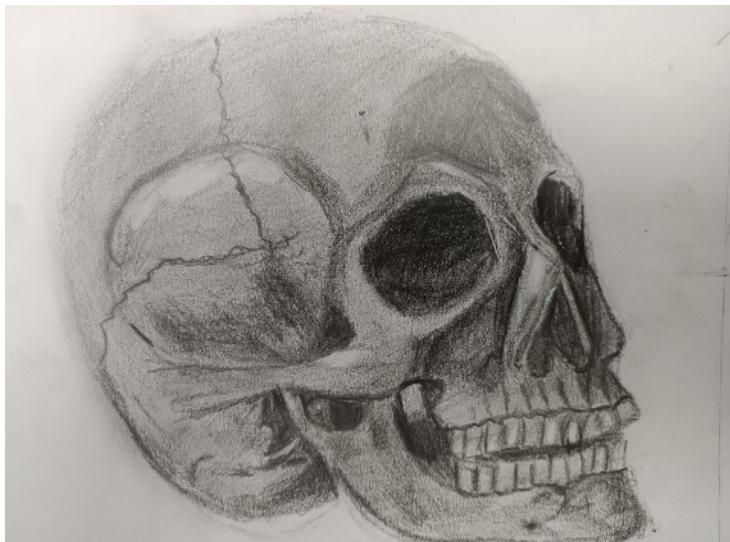
Her family never knew what became of her; the only people who did were the witch with whom she had made the trade with and the royals who had salmon that night for tea.

Its size was an abomination of nature.

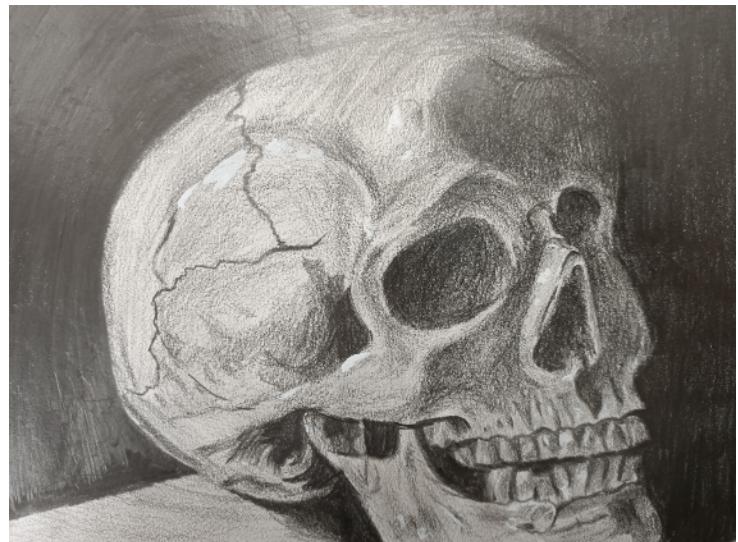
Hannah Sanderson

ARTISTS' CORNER

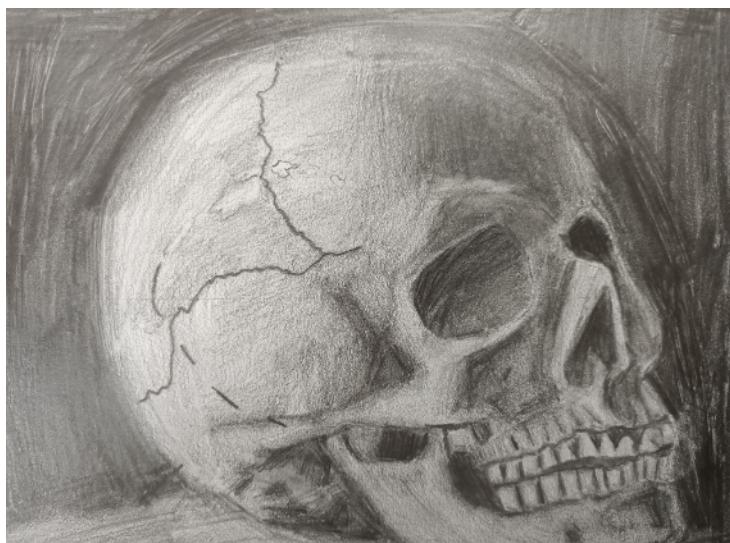
This week we are showcasing just some of the beautiful skull drawings made by our Third Year artists. This was a homework task which helps the pupils to perfect their ability to use the full range of tones when shading, in order to ensure the drawing looks 3-Dimensional.



Darcey Allcock



Manya Rajeeva



Aditya Paul



Siri Puthuraya



Fifth Year Drama

A full review and more photos of Tracks and Audience to come next week!

IMMUNISATIONS

Due to rising cases of flu, the School Aged Immunisation Service have expanded this year's Nasal Flu Spray Campaign to include children in First to Third Year (years 7-9). If you would like your child to receive this vaccination in school, please visit www.hdftsa.co.uk and use the school code HD111769 to provide consent. The team are due to visit on Friday 20th January 2023, please ensure that consent via the online portal is submitted no later than Friday 13th January 2023.

Many thanks for your continued support with the School Vaccination campaign.

Mrs L Wheatley, First Aid Lead

A NETWORK OF NEIGHBOURHOOD UNIVERSITIES

Yarm School and the wider region is fortunate to be positioned with such proximity to some of the country's leading universities and research institutions. With the likes of Newcastle, Leeds, York and Durham, as well as the noted specialisations of Teesside University, and the rising status and popularity of York St John and Leeds Beckett, prospective students have great options in the region. It also allows us to develop meaningful connections with these bodies, welcoming their academics to the school, as well as enabling site visits for lectures and the like.

More than a 'rising star' Northumbria University has been awarded with 'University of the Year' status for 2022 in the Times Higher Education's (THE) Universities Rankings. This was based on a variety of performance indicators as well as recognition for its innovation.

Northumbria has also led the way in erasing the distinction that existed between universities and former polytechnics, now referred to as 'new' or 'modern' universities. Northumbria has now become the

UK's first research-intensive modern university. As impressive as this is its commitment to social mobility, as well as the impressive links that the university has forged with local businesses and the demands of the regional and local economy. This has hugely increased the employability levels of the university to points in advance of 'traditional' universities. As well as the local connections, there are a range of recruiters who have hired Northumbria graduates include PWC, Accenture, Ford, IBM, Samsung, GlaxoSmithKline, IBM, Microsoft and Deloitte

Northumbria can also boast a number of impressive additional rankings:
6th in the UK for studying Health Professions
Top young UK university in the 2020

8th in the UK for Electronic & Electrical Engineering

Northumbria also boasts a huge number of international students adding to the global ambition of the institution, in a city where one in six is a student. And as a further

measure of the university's reach and ambitions, it has now opened a London campus, situated in the city's business and financial district, offering a range of Business, Computing, Cyber, Project Management and Technology focused undergraduate and postgraduate programmes. Students at Northumbria will also find that they are well set up in terms of the facilities, with a number of impressive digital hubs, alongside the new Sport Central sports hub. Its new library has also been praised for its technological innovations, with more than a million books available in the form of print books, e-books and e-journals. Interestingly Northumbria is also faring well in the accommodation league tables, recently being ranked in the top 3 in the UK for student accommodation. It is one of many strong institutions in our region, but it really does seem to be on an increasingly upward trajectory and a popular choice for many of our students.

Mr S Edwards

BOOK REVIEW - THE NORTHERN QUESTION: A HISTORY OF A DIVIDED COUNTRY BY TOM HAZELDINE

Written by Tom Hazeldine, born in Manchester 1982, 'The Northern Question' discusses the history of regional divide in the UK and why this conflict of interest matters. The book dives deeply into detail when talking about political factors that have in some way shaped British politics, such as Brexit and the fall of the Red Wall.

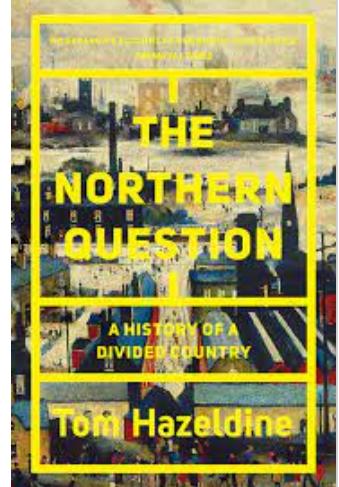
An interesting point in the book is when Hazeldine associates the North's current mass unemployment, lack of prosperity and hope with that of Early Modern England. Indeed, Haezldine asserts his belief that the North has been sidelined throughout history, due to its refusal to adopt the "intense feudalism of the Midlands and the South ". Hazeldine then states that the playing fields were somewhat levelled when the North benefited from the Industrial Revolution. However, with the closures of mines and steel works in the North during the 1970s and 80s - which were 'discarded by Thatcher and Major' - generations of families throughout the North were affected, as their incomes, livelihoods and trades disappeared. Hazeldine references Ken Loach's film 'I Daniel Blake' (2016) as an example of the long term effects of those struggling with unemployment due to the sanctions imposed by the benefits system; and how those who fall into categories

such as being of "retirement age" or having a disability is no longer considered to be reason enough to not work. Therefore, many sanctions are in place for those who are struggling to find work in geographical locations where there is a distinct lack of industry and opportunities. In fact, recent studies show that the life expectancy of a working-class man in Stockton-On-Tees is just 64 years old, which is two years younger than that of Ethiopia's population (66 years old) - a country many in the UK would consider to be a struggling 'developing' country. This has been said to be due to the lack of work, high drug use and lower literacy rates. Whilst Hazeldine does not offer any solutions to the wide-spread problems across the North, he does document the rapid decline, alongside the historical evidence from as far back as the Anglo-Saxons.

The book is not necessarily a 'negative' read, but informative for the reader, providing a rich tapestry as to why the North has continually struggled as opposed to its neighbouring South. Furthermore, Hazeldine emphasises the effects that the Industrial Revolution had on the North, and the benefits that it brought. He references Engel's statement that Lancashire was converted from an "obscure ill

cultivated swamp to the hub of a mechanised factory system that would be emulated the world over".

A point that gripped me was one that discussed the once thriving area of Middlesbrough. Hazeldine states that throughout the second half of the 19th Century, "industrialisation broadened out from the mill towns to become the dominant pattern of Northern working class life". Indeed, the manufacturing goods stimulated railway construction, which was funded by the profits from textiles and coal exports, further widening the Industrial Revolution throughout the North. This expansion led to the manufacture of iron rails and ship plates that were produced in my home town of Middlesbrough. The speed at which the northern men worked put the southern competition to shame - leading to two-fifths of Tees and Tyneside metal workers being on the books of Armstrong-Whitworth (a Warship maker) by 1914. Contrasting this to a hundred years later, it is shocking to see how far the North has fallen due to political abandonment, steel work closures and lack of other



BOOK REVIEW (cont.)

forms of employment for the masses.

I would recommend this book to anybody that has a genuine interest in the history of the North and particularly those from a working-class background, who can relate to the decline of a once thriving area. Before reading 'The Northern Question' I had a broad understanding of the struggles that the Northern people faced, however, now I have a deeper knowledge of the complexities surrounding our struggles which will only deepen with the current political climate, cost of living crisis and Brexit.

Raphael McNicholas,
Upper Sixth

WORKING LUNCH WITH MATT NIXON

How can you prepare yourself for jobs you might not even know exist yet? - The fascinating question posed by this week's Working Lunch Speaker Matt Nixon.

Former pupil Matt (Class of 2005) is now a partner in a London-based advertising agency, where he has worked on campaigns for brands like Nike, Heineken, Samsung, The Times, and Lexus - as well as charities such as the RNIB, Ambitious About Autism and The Prince's Trust.

After leaving Yarm, Matt studied English at the University of Manchester and his career has taken him all over the world, from New York to Seoul, St Petersburg to Shanghai, as well as a spell living and working in Cape Town.

Matt shared his personal

experiences and insights, advising on how to make all experiences count, emphasising the value firms place on applicants being different and reassuring the audience of Sixth Form students that time is very much on their side and they do not have to have their whole career path fully mapped out yet.

It was lovely to see Matt once again and he himself enjoyed reconnecting with a number of staff including his form tutor Mr Telfer, and seeing how different the school looks now, from the days of wooden huts and the old dining room. (He commented on the teachers no longer sitting on raised platforms in lunch!)

We wish Matt continued success with his career and look forward to seeing him return again in the future.

Miss C E Rhodes

MORRISBY CAREERS PROGRAMME

This week saw the completion of the Morrisby Careers programme for members of the Fifth Year. The careers testing and interviewing experience is offered to all members of the year group and is planned to coincide with and assist them in the shaping of their plans for A Level and beyond.

The system comprises a lengthy two hour session of psychometric and skills testing, measuring a diverse range of skills, attributes, interests and inclinations. The testing is very

similar to that being used by a range of global employers as part of their selection and recruitment processes. All of this culminates in a lengthy report, presented in a format consisting of charts and diagrams showing pupils areas of strength and ability.

Following on from this all involved students were then scheduled a bespoke one-on-one interview with an external trained careers professional. These interviewers had prepared their interview using the

findings of the individual reports and were then well positioned to engage the pupils in informed dialogue over their current and future plans. The reports and the interview notes will be permanently accessible to the students and can be a valuable source of reference at points in the future. Current members of the Fourth Year will be offered a similar provision in the late autumn of next academic year.

Mr S Edwards

DEBATE: ARE BOYS BETTER THAN GIRLS?

With this week's debate being judged and chaired by students, the senior debaters took on the motion "This house believes boys are better than girls". Following the same format of 2 versus 2, the four teams selected one member who has not debated this academic year, to tackle the challenging motion. With James as chair and members of each team as judges (Will, Jain, Cassie and Ava) the four debaters took their places to argue this commonly debated motion. As always, it should be made clear that the motion was randomly allocated to each team so the speakers were not expressing their personal views.

Opening for the proposition, Nathan -from team Arguably the best- took to explaining the physical advantages males have. Strength was also explained as a vital part of human survival being essential when the human race was dependent on hunting for food and surviving from carnivorous animals. Nathan also mentioned how men's role in creating offspring allowed for creating more children within a shorter period of time unlike women who can reproduce once every 9 months.

Jodie, from team Agree to Disagree, took firstly to rebut Nathan's point of men having physical advantages by firstly mentioning how strength is not a necessity in the modern world and neither is higher rates of

reproduction in a planet where overpopulation is already causing so many issues. Jodie then gave an overview of the opposition's points and then focused on the proposing motion diminishing the feminist movement for equality and basing their argument of societal expectations for women, making the point of the role of boys and girls being different but that is what makes all genders equal rather than one being better than the other.

Naeha from the Ultimate Shannerz took to closing the proposing debate by focusing on the male dominated sports industry and men's contribution to the economy because of this. She further explained how male domination is similarly seen throughout popular culture with celebrities and salaries all reinforcing our society's view that "boys are better than girls".

The closing debate for the opposition was taken by Valerie from Team Vici who rebutted Naeha's points on males' roles in the sports industry by raising the issue that these are the result of structural sexism with a "boys' club" at the top of the world's positions. Valerie then highlighted some unique female attributes including childbirth and the other roles that women are more than capable of taking on. Her speech focused on the equal ability of both genders.

Both sides then faced a series of questions, from the student judging panel, audience and Mr Brash, asking to elaborate on their ideas including; the "boy's club" being outdated, the brilliance of female leaders, societies where strength is still a necessity, the gender gap and why the world still does have male dominance. Both sides replied strongly justifying their ideas by reiterating their arguments and using specific examples.

Thus the debate concluded and was handed over to the judges to decide the victors. The team of student judges expressed their praise for all the debaters for tackling a difficult and sensitive motion with respect and confidence, but did however see more clarity in the opposition's argument that gave a clear message throughout the debate marking team Vici and Agree to Disagree the victors!

Simone Sharma, Lower Sixth

SPORT WEEK AHEAD

The weeks ahead are now available online.

You can [view them here](#).

SCIENCE AND RESEARCH ROUTES

The UK is recognised around the world for its innovation and leadership in research. The country possesses a number of significant and highly valued research institutions and universities that attract some of the most talented individuals and teams from around the world. The North East has strong connections to those early phases of innovation and invention in the industrial revolution, and to this day witnesses pioneering research in some of the country's leading medical facilities, and more recently advances in the green economy in the Teesside region. When educationalists measure systems around the world, the UK may not lead the pack in terms of its overall general system of education, and we look to East Asia for its mastery of mathematics and the like, but when measured in terms of patents per capita, the UK is notably for its creativity in research and development, leading to the UK being one of the top European destinations for venture capital.

We were reminded of the critical importance of research during the last couple of years as scientists around the globe raced to produce the vaccine to mitigate against the COVID-19 pandemic. It is expected that the government will commit £22 billion per year by 2024 into research and development. The areas are innumerable; biotech, green energy,

climate systems, and on and on. But we will need the researchers to go into these fields. To embark on research requires a deep set of skills; at times solitary and yet it provides the solidarity of the joint enterprise and achievement. It is 'behind the scenes' and far from the limelight and yet can secure results that can benefit communities globally. And it requires single-mindedness and focus, yet a creative flexibility in the design of the research and in left field thinking for solutions.

So I would encourage the students who are inclined to such pathways to give this some considerable thought and explore the opportunities that exist. The possibility of breaking new ground, in furthering the frontiers of a discipline and of contributing to better understanding for all, should be ample reward.

I found some time to speak with Dr Arran Tulloch, a teacher of Chemistry and our Careers Ambassador for Science and Research Routes. I asked him about his own experience as a researcher as well as his views on careers in such a field.

Mr S Edwards

Dr Tulloch, would you tell us about your own decision to study beyond your undergraduate degree and your involvement in research?

I followed my interest in science, delving into the detail of how things

work. My undergraduate degree included a 'Masters' year so following this with further study was a natural next step. I explored typical graduate career opportunities (finance, management consultancy, manufacturing industries grad schemes) but in the end none of them provided the same opportunity to investigate a problem by undertaking original research.

What did you see as the advantages of that line of work? What aspects did you most enjoy?

I most enjoyed identifying a problem and designing a solution. Working in research in the chemical industry, I enjoyed trying to provide a solution within a clear brief and fine-tune it to meet the customers' needs. In a university setting, my PhD research was industry sponsored so again it was targeted to a real-life problem.

I enjoyed working in a close team in the labs, supporting others, working with colleagues of different nationalities. We collaborated to contribute ideas to each other's projects. This might be within the group, the wider department, multi-disciplinary or internationally through conferences and collaborations.

Doing research in a university setting, there was the added benefit of being a part of a university campus with sport facilities, clubs and social

SCIENCE AND RESEARCH ROUTES (cont.)

aspects. There was less of a social side working in industry, but I made a few good friends, and the work environment gives more job security and career progression opportunities.

How do you think a career as a researcher differs from someone who may be a practitioner in a particular field?

A researcher may move between projects/fields and be expected to be continually learning. Career paths can be less defined, and progression is often linked to reputation and publications rather than qualifications or accreditation.

What sort of people or personality types do you feel are well suited to careers in research?

You definitely need to be self motivated and resilient to recover from set-backs. You need to be an independent thinker. You need a desire to set yourself the highest academic standards with great attention to detail. It's an advantage if you are comfortable working in a team, sharing and communicating ideas, and open to learning from other people's experiences and knowledge.

Can we also discuss what you think are the advantages of studying a straight science degree rather than a more obviously vocational course such as medicine?

A science degree gives the opportunity to gain a depth of knowledge in the subject area that you are passionate about. You are able to study what you are interested in without it necessarily having a practical application. This can be translated into transferable skills or more vocational career paths afterwards.

Can you give us a sense of the kind of areas of research and work that some of your previous colleagues or perhaps friends are involved in?

Those still working in research:

- Hydrogen fuel cell technology
- Industrial catalysts for purification and chemical manufacturing
- Medical research into rare genetic disorders stem cell therapies in a university spin-off company
- University professor, lecturer
- Marine biologist

Those who moved on to other careers:

- Scientific journal editor
- Patent attorney
- Teacher
- IT start-up CEO
- Accountancy
- Actuary
- Management consultancy
- Museum curator
- Hospital Director

ECON BUS SOC

We were delighted to have a presentation from Poppy in the Upper Sixth who gave a fascinating talk detailing her summer internship and the experiences she gained working for the Mayor and Tees Valley combined authority. Poppy had independently applied for this very competitive programme and was selected alongside University students. She was so successful on the programme that she was asked to stay on through the whole summer break.

Poppy detailed a selection of the tasks and challenges she faced and shared many anecdotes and it was evidently a wonderful opportunity where she had gained much. She kindly gave advice to others considering applying this summer too.

Thank you to Poppy for sharing her wisdom at such a very busy time of the year.

Miss C E Rhodes



HOUSE DEBATE SEMI-FINAL: DOES COSMETIC SURGERY WARP THE MALE GAZE?

This year's house debate semi-final took place in the Friday senior SPaCE session with the entire Sixth Form in the audience. Two debaters from each of the four houses took on the motion "This house believes cosmetic surgery warps the male gaze". Dr Williams (Headmaster), Dr Hallam (Languages Teacher) and Lynn Longstaff (School Governor) formed the judging panel with Mr Bridges as the chair.

On the proposition were Cassie and Piya from Bede with Sara and Kayla from Aidan. The opposition consisted of Kitty and James from Oswald and Josh and Luke from Cuthbert. The battle was in debating matters style with each speaker having 3 minutes to speak followed by a series of questions from the judging panel and audience.

Opening for the proposition, Cassie took to defining key phrases in the motion; "male gaze" and "cosmetic surgery" to provide a basis on which her team would be debating about. Cassie continued explaining the weakness of the argument that cosmetic surgery is feminist. She engaged in the subject of female beauty standards feeding into the male gaze causing an ongoing cycle that is fed by the use of cosmetic surgery, thus creating what she personified as "A monster".

Opening for the opposition, Kitty began by explaining the 40%

reduction in people undergoing cosmetic treatments whilst also giving definitions for "male gaze" and "cosmetic surgery" that her team would be basing their arguments on.

She focused on the many reasons women undergo cosmetic surgery for personal satisfaction. Kitty also reiterated the fact that men are completely capable of understanding the varied reasoning behind women having cosmetic surgery and described the proposing motion as a gross oversimplification.

Piya rebutted the claims made by Kitty about the reasoning behind women's choice to have cosmetic surgery, by explaining how this point completely disregards the proposition's concept and undermines decades of history of the male gaze. She then gave emphasis to different beauty standards over time from the "skinny 2000s body" to the "hourglass ideal", bringing in the idea of conformity due to social pressure. She further went on to explain how the media now has increasing numbers of women with cosmetic surgery being shown as attractive and ideal, further warping the male gaze into thinking this is the standard of female beauty. This then leads to women having cosmetic surgery in order to maintain this as reflected through the increasingly more affordable pricing of these procedures.

James took to explaining how it is no one's business about other people's cosmetic surgery. He presented a strong piece of research in which males reported no difference in the levels of attractiveness when seeing before and after cosmetic surgery images of women. James then redirected the warping of the male gaze towards the effects of social media and edited images. Backing this up he explained how studies showed 90% of social media users admit to using filters with only 10% undergoing surgery.

Sara, from the proposition, rebutted James' comments on filters by stating how despite 10% using cosmetic surgery to get their look, the over exposure to this minority of women on social media still gets the same effect that warps the male gaze.

Furthermore, Sara protested how the use of filters only encourages women to try and recreate the altered look using surgery. She then went on to explain how beauty standards all over the world have been affected by the male gaze of a more western appearance. This led to cosmetic surgery such as eyelid surgery becoming normal in societies with non-western features further warping the male gaze through accepting this beauty standard.

Luke began his argument by rebutting Sara's claim that filters encourage cosmetic surgery, by

HOUSE DEBATE SEMI-FINAL (cont.)

restating the massive decrease in cosmetic surgery. He then redirected his argument to the rise in male cosmetic surgery by 70% most probably due to an encouraging emphasis in self care for both men and women. Luke described surgery as not conforming, but a personal choice that increases diversity through accepting people's choices. As beauty standards are always changing and have been over time, Luke gave insight into a time before plastic surgery where there were still beauty standards and a different male gaze. This conveyed how the male gaze follows the changing standards, rather than being warped by the use of cosmetic surgery.

Closing for the proposition, Kayla took to stating how the male gaze is part of the patriarchy and women fall as the victim of the patriarchal undertones with them wanting to be the way men see desirable. Kayla then explained how enhancing appearances allows for the normalising of beauty standards and women no longer being natural. This desensitises men to cosmetic surgery through female discreteness about their appearance forcing more women to match the beauty standards using cosmetic surgery. Kayla ended in explaining how the issue becomes more extreme warping the male gaze further everyday, as well as warping the women themselves.

The opposition took to closing their argument with Josh raising the question against Kayla's point about women no longer being natural, asking why we accept natural bodies but not reconstructed. Josh further pressed that women are no longer forced to fit into standards and benefits of cosmetic surgery under the opposition's definition includes reconstructive surgery, reduction surgery and other legitimate surgery forms to do with appearance. He then conveyed how the male gaze should not be brought into these matters as cosmetic surgery helps to change lives for the better in its various forms ultimately supporting society, thus concluding the arguments for the inter-house semi final debate.

The proposition first faced questions from the judging panel and audience firstly giving a response to the male gaze potentially being outdated as social media's like button gives both men and women the chance to gaze. The proposition's reply mentioned how more work is needed hence the conversation still being relevant and also how the male gaze is a concept not a singular view that is the responsibility of society. They then explained why different forms of surgery were not mentioned in their arguments, to which it was explained their eligibility of cosmetic surgery was only surgeries not available on the NHS. The proposition were then questioned on their motion being

anti-feminist by removing women's freedom. They responded in saying society is oppressed to making every choice deemed as feminist despite it being for the benefit of men and it is the availability of cosmetic surgery that gives them no choice but to conform.

The opposition then faced a similar series of questions asking them to comment on more research that can back up their claims to why people choose to undergo cosmetic surgery. They responded with recent information post the pandemic showing its impact on people's self awareness leading to feeling an increased need to "smarten up". They then faced a scenario in which men don't exist and whether they would think women would still have cosmetic surgery. The opposition replied promptly with absolute confidence that women would still resort to cosmetic surgery as it is prompted by their own desire to have a boosted self-esteem as well as find comfort in themselves.

Decisions were then passed over to the judging panel who praised both sides of the debate but concluded on the proposition taking the victory for their consistency and confidence in their arguments and answers. The judges then decided the two houses that would be returning to compete in the House debating final; Oswald and Bede!

THAT'S VARIETY!

Ladies and gentlemen, boys and girls take your seats for the North Easts grand variety performance as "That's Variety" takes to the stage at the Princess Alexandra Auditorium!

Fantastic acts Andy Eastwood, Danny Posthill and Ray Quinn take to the stage to entertain you, accompanied by rousing songs from the Yarm School Choir.



Saturday 4th February 2023 7:00pm

[Book Online Here](#)

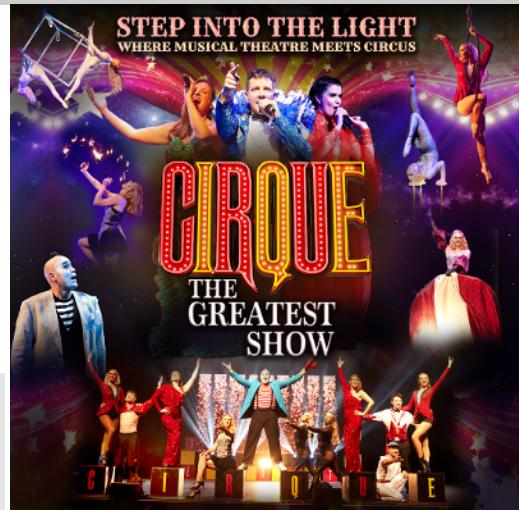
CIRQUE

Welcome to Cirque: the award-winning, smash-hit circus musical that is fun for all the family. Let us take you on a truly wondrous journey as a monochrome life, bursts joyously into kaleidoscopic colour.

Stars of the West End combine with incredible circus performers. The biggest hits from the greatest musicals of all time – from The Greatest Showman to Moulin Rouge, Hairspray to Rocketman the Musical – are brought to the stage in unique, spellbinding style.

Saturday 22nd April 2023 2:30pm, 7:30pm

[Book Online Here](#)



PAUL MERSON

Following Paul's 2011 BBC Documentary, he will speak openly about his battles with addiction and depression throughout his hugely successful career both on and off the pitch with host for the evening, Middlesbrough Football Club legend and former Hartlepool United Manager, Craig Hignett.

We have a VIP Packagewhich available for £46.50 that includes; prime seating, the opportunity to meet the stars before the show, a piece of signed memorabilia and the opportunity to have a picture with Craig and Paul!



Friday 12th May 2023 8:00pm

[Book Online Here](#)

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthrals young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK ... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.

Sources: <https://www.bbc.co.uk/news/technology-6004695>
<https://iprousa.com/highlights/social-media-algorithms/>

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.



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