

Year 8 Newsletter 18th June 2021

Dear Parent/Carer,

I hope this newsletter finds you well.

It has been a very busy first 2 weeks back at school for Year 8, with exams being the predominant focus. The year group did so well in the way in which they conducted themselves during this exam period and we are extremely proud of them. Students were mature, focused, calm and



received lots of compliments from the invigilation team about how they behaved entering/exiting exams and whilst they were in the exam space. We want to say another big congratulations to them for completing their first ever set of school exams and for taking it all in their stride so brilliantly! Students' exam results should be ready for discussion during the Year 8 Parent Consultation Afternoon on 30th June.

If you have not yet booked your appointments for the Parent Consultation please do so as soon as possible; it is a fantastic opportunity to meet your daughter's teachers and discuss her progress and achievement in the subjects she has been studying.

Please follow the link to the website to book:

<https://www.chsg.org.uk/page/?title=Parents%27+Consultations&pid=395>

As we enter the final 4 weeks of the academic year it is always a good time for students to reflect on what has gone well and what they would like to improve on further in Year 9 and the students will be provided with opportunities to do this reflection in tutor time sessions in the final few weeks. We will also be celebrating diversity and inclusion with the school's Diversity Week from 21st June and we hope the students will enjoy the programme of tutor time activities that had been prepared for them.

Wishing you all a wonderful weekend,

Ms Kelly-Smith, Mrs Oladokun, Mrs Newman and the Year 8 Team

Golden Ticket

Congratulations to the following students for achieving the most Golden Tickets in the year group over the last fortnight:

Riley B 8RD2
Kyara T 8RW1



Very well done to all of you and keep up your hard work!

Congratulations also to all of our Year 8 students who achieved one or more Golden Tickets in the last fortnight- we are very proud of you!

Student Leadership

Student Leadership Team

The current Year 12 have been involved in the Head Student Leaders application process during the last few weeks. The field was really strong and Miss Bevan, Mrs Norman and Mr Devenney were all really impressed with the standard of applications.

The interviews took place on Tuesday 8th June, below is the outcome.

Head Student Leaders

Lexi M
Neesbah A

Deputy Student Leaders

Sara D
Amy H
Aliyah K
Daniella K
Ada M

Student Council

Suzanna W
Soha U



The new team were all introduced to Year 7 at the Year 13 Leavers Ceremony on Friday 11th June when they took over from the current team.

A big thank you to Anzelika and Shardae who were the current Student Leaders. The current Year 10s will be invited to apply for Head Girl and Deputy this term.

Global Citizens

In September we will be forming a Global Citizens group (Combining the Green Prefects and Global Citizenship groups) and following the Sustainable Development Goals, this would give us more scope to raise awareness in all areas including period poverty & girls education.

<https://www.globalcitizen.org/en/>



Global Citizen

Our mission is to end extreme poverty worldwide by 2030.

www.globalcitizen.org

Our Deputy Student Leader- Ada M will lead on this and work with Mrs Stangroom.

As a school, we would also like the return of the Big Battery Hunt for Year 7 in Spring.

July is 'Plastic Free July' – more to follow, and September 23rd is recycle week in we will introduce the blue recycling bins properly so everyone knows what we can recycle in school

We will have 2 Global Citizen leaders from Years 8-13 from September. If your daughter would like to be considered for this role, more details will be shared at the next student council meeting on June 22nd.

Uniform information- school bags:

As part of our changes to the school uniform policy at the start of this academic year we insisted that all students must have a sturdy, practical rucksack that was to be plain black, with no visible logos. Student compliance with this has been exceptional and we thank you for your support in this matter. In addition to this, we stated that it was our intention to phase in a compulsory school bag, with embroidered school logo. From September 2020 this was compulsory for all students in Year 7 and optional for those in Years 8 and 9.



Next academic year this phased introduction will continue. From September 2021, all students in Years 7-10 will need the embroidered school bag and must purchase this from our uniform supplier Trutex at a cost of £25. This rucksack has been chosen for its low price, practicality and comfort. The bag has lumbar support built in to the design, reflective stripes and compartments for your daughter's water bottle, booklets and school equipment.

We are reminding you of this now so that you have sufficient time to purchase the bag ready for this September coming. Trutex currently have enough rucksacks in stock for families to begin purchasing the bag now, if they so wish.

School Bag

All students must have a sturdy, practical **rucksack** to be able to keep their books and equipment safe as they travel to, from and around the school site.

These rucksacks should be plain black only (no visible logos). In addition, students must use their blue drawstring PE bag to bring their PE kit into school. No other types of bag are permitted.

By September 2021, students in Year 7-10, must purchase the school bag, with embroidered school logo. It is compulsory and it can be purchased from our school uniform supplier (Trutex).

Safeguarding

How parents and carers can support children's mental health and wellbeing

In a guest blog, Place2Be Trustee Professor Stephen Scott CBE writes about the role parents and carers can play in supporting their children's mental health. Stephen is Professor of Child Health and Behaviour at King's College London's Institute of Psychiatry, Psychology and Neuroscience.

For better or worse, the way we are brought up makes a profound difference to who we are and how we get on in life. Think back to your own childhood and the influence your parents had. This might be good, with happy recollections of warmth and your mother or father (or both!) engaging with you in fun activities. And being there for you when you were upset, so you could talk through important issues in your life. And teaching you through example good values such as kindness and respect for other

people, working hard and seeing tasks through to the end, and coping with setbacks by cheerfully bouncing back.

Moving forward, how should we be confident about the right way to bring up our children and support them? Times change, and what might have been good enough in our own upbringing may not meet our children's needs now. Maybe you're lucky enough to instinctively know how to do it, but actually, there is quite a good deal of skill to this. Unlike washing machines and wireless headphones, children do not come with a manual!

The good news is there are thousands of research studies with real-life parents and children showing what parenting styles maximise the chances of good outcomes, and hundreds of trials of parenting classes showing what works. The take-home message is that children and young people need **love** and **limits**.

By **love** I mean getting properly involved with your children for 20 or 30 minutes a day. It doesn't have to be longer, we are all busy. But if you can spend this special time, it will be a good investment. Responding sensitively to your child's signals with concern and interest will help them learn that you are there for them. Try to make lots of encouraging comments and praise their efforts, and you will see them continue persisting in what they're doing and playing in a more imaginative way. These skills can be deployed in many everyday situations, turning chores like cooking and washing-up into enjoyable, bonding activities. My own research shows that parents who do this, have children who are more securely attached to them, and more confident in new situations with other people and at school.

By **limits** I mean setting calm, clear boundaries. It is so easy when you are tired and busy to give in now and again, allowing your child to stay up late or have an extra biscuit. And if they start whingeing when you don't, but you eventually let them have their way, you are inadvertently teaching them that if they complain, they get what they want! Result: they will try complaining very loudly next time, since they have learned that it works! Keeping the tone calm really makes a difference to children. For example you can turn away from minor irritating behaviour and ignore them, they won't like this, but as soon as they are behaving half reasonably, turn back and make a positive comment. It is surprisingly effective. But if they are being more difficult, giving them a consequence, such as less screen time, or no bedtime story, or

withdrawal of something else they want. Rather than shouting at them for more major annoying behaviour and rule-breaking, such as them having a major tantrum, create a quiet place to take them to (so-called "time out" or "time to calm down").

During lockdown with many children having to stay at home, of course it was harder all-round to stay calm, for both adults and children who were cooped up inside and not seeing friends. Now we have slightly more freedom try keeping clear routines, and both adults and children should try to engage in one each of **PACE** activities per day:

- **Physical** - going outside, or even doing a Joe Wicks type video exercise at home together promotes well-being, releases endorphins and reduces cortisol and other stress hormones.
- **Achieve** - doing something that leads to sense of achievement, be it for the child completing homework, or for the parent tidying a room. It is important to name the activity before and congratulate each other on getting it done.
- **Connect** - planning and then chatting to somebody important, even if it is online. Yes it is not the same as being face-to-face but it does make everybody feel better.
- **Enjoyment** - do something that you really like, and it doesn't have to be virtuous, it could be eating a slice of your favourite cake! Again, celebrating that you have done it is important.

All of these activities will take effort. Sometimes we may fail, so we shouldn't be too harsh on ourselves! The good news is if we can implement the strategies described above, it will help our children's general well-being and also reduce their risks for developing more serious mental health difficulties, such as feeling depressed or developing persistent behaviour problems. Onwards and upwards!

Schools Diversity Week

Carshalton High School for Girls is joining thousands of other schools across the UK to celebrate Diversity week 21st- 25th June.

Teaching students to respect diversity is key in helping them gain a knowledge and understanding that can help them to improve relationships and helps to tackle prejudice. This understanding of our diverse community can help them make positive decisions when acknowledging and celebrating their own identities.

The Charity, Just Like us, encourages schools to celebrate the diversity within the school and the local community. During this week in school all students will spend time in their tutor groups exploring and celebrating a range of areas of diversity including looking at different cultures and communities. Heads of Year have worked with our Events Co-Ordinator to prepare a range of activities and conversation starters to highlight the themes. There is also an art competition underway and the LRC has a feature area and recommending reading.

Keep an eye on the school's social media outlets for details and photos of the week.

