



St Andrew the Apostle School Weekly Newsletter

Be kind to one another, forgiving one another, as God forgave you. Ephesians 4:32

24 February 2023

Message from Executive Headteacher

It is with great sadness we confirm that one of our students died tragically this week. Our school community has lost a fine young man who was held in very high regard by fellow students and staff alike. We feel his loss acutely; and our thoughts and prayers are with his family and friends at this time.



This week what has been impressed upon me is the resilience, strength and care shown by members of our community as we have supported each other. We have had colleagues from Barnet working with teaching and non-teaching staff and our students, and these colleagues have remarked on the traits and values we have shown in helping and supporting each other. The Christian nature of our school shines through at times like these, and it was of great comfort to have Father Damian from St Katherine's Church visit us this week and pray for our staff and students.

In preparation for next week, I have written to all parents regarding the continued industrial action on Thursday 2 March 2023 and I wanted to inform parents here that students in Years 11, 12 and 13 will be in school while all other students will be learning at home on that day.

The wider world has marked a year since the start of the War in Ukraine, and it is heartening to see how closely we continue to stand with the Ukrainian government and people. My neighbours are supporting

a couple from the Ukraine, who have been living with them for much of the last year; it has been lovely to get to know them and talk to them about their culture, although it has been hard hearing of their hometown and the suffering it has had to endure; I cannot imagine what it feels like for them.



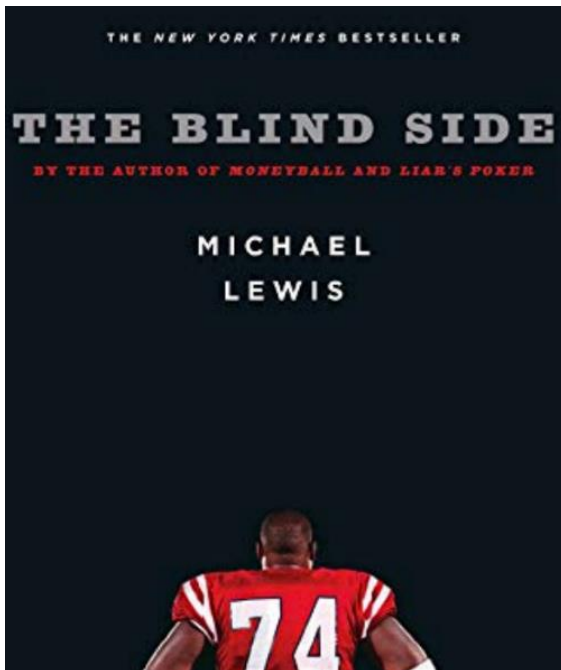
We have some lovely enrichment events this week with our Sixth Formers not only visiting Oxford University but also having an evening out at the Barnet Everyman Cinema to see 'Othello' through Theatre Live. Our Y10 Basketball team also played a close game against local rivals.

Our school has also welcomed new staff with Ms Dhillon joining us in Science, bringing with her Physics expertise. And we have welcomed back Mr DeJesus as part of the Cover Supervisor team.

We are looking forward next week to finding out who will be joining our school in September, as primary parents and their children find out which secondary school they have been awarded a place at to start in September.

We also look forward to World Book Day next week at St Andrew the Apostle School, always a wonderful event with departments and Year 7 students dressing up as their favourite characters. Mrs Nicolau was canvassing staff on Thursday on their favourite book in preparation for this event, and I shared mine, which is 'The Blind Side' by Michael Lewis. It is non-fiction, but if it had been written as fiction it would scarcely have been believed; part social commentary and part

uplifting journey, I highly recommend it (if you can wade through a few sporting references). The movie version is also stupendous with Sandra Bullock winning an Oscar for her portrayal of one of the main characters.



Marlene Dietrich once said, “You’re never lonely with a good book”, a refrain my mother often repeated when I was growing up, and I am glad she did as it inspired me to become an English teacher and be a part of the teaching profession. Despite hard weeks in school, there is such joy in working in a school and with a team of staff supporting young people.

Anthony Easton (Executive Headteacher)

Upcoming key Dates and Information

- Wednesday 1 March – World Book Day
- Thursday 2 March – NEU Industrial Action
- Please [click here](#) to access term dates.
- Please [click here](#) to access school calendar.
- Please [click here](#) to access previous editions of the Newsletters.

Faith- πίστις

We have started Lent this week and for some people, being marked with the sign of the cross on Ash Wednesday symbolises their desire to do ‘return to the Father’. Through the Ash Wednesday readings, God begs us to come back.

These readings reassure us that the God who calls us is ‘gracious and merciful . . . full of steadfast love’ (Joel 2:12-13). It was to show just how loving God is that

Jesus told the story of the prodigal son. Having explained how the youngest son had resolved to return home, Jesus places the spotlight on the waiting father.



He tells us that while the son was still a long way from home, ‘the father saw . . . his son’ (Luke 15:20)’. He was willing his son to return home; like children on a day trip to the beach competing to catch the first glimpse of the sea. God, likewise, will wait patiently until we respond to His love. Ash Wednesday is the beginning of Lent and a day on which to prepare for setting aside the next six weeks to consider how we live our lives together with God; a day to consider our own mortality and our shared humanity. From dust we are and to dust we shall all return. Lent can be considered a ‘liminal’ time – a time that can bring change and transformation for individuals and communities. This time might involve a more focused period of prayer, reflection or even fasting. Standing on this threshold, we are also invited to hear the words written in Isaiah 58:6-7: ‘Is not this the fast that I choose: to lose the bonds of injustice, to undo the thongs of the yoke, to let the oppressed go free, and to break every yoke? Is it not to share your bread with the hungry, and bring the homeless poor into your house; when you see the naked, to cover them, and not to hide yourself from your own kin?’ As we enter a period of reflecting or fasting, we can become aware of what we crave, more alert to the compulsions that control us.

From there, we can explore ways of naming these compulsions before God and looking for ways of being free from them. While vital for the deepening of our inner lives, we must find a way for this to turn into action or we risk losing ourselves in our own piety. Repentance – the U-turn change of direction – must find expression in our lives. Faith must result in action. This might be as simple as reducing what we consume in order that we might share our ‘bread’, giving our

energy to raising the awareness of the suffering of others, or spending our time with those who find themselves excluded and vilified. May this time of fasting be a time when our senses are heightened, so that we can see and take notice of those who are held by the bonds of injustice, those who are held by the yoke of oppression, and discover how may we work with them to loosen and break those chains – that together we might shout out, not hold back, and fast in a way that makes our voices heard on high. Read the words of Isaiah chapter 58 verses 1-12:

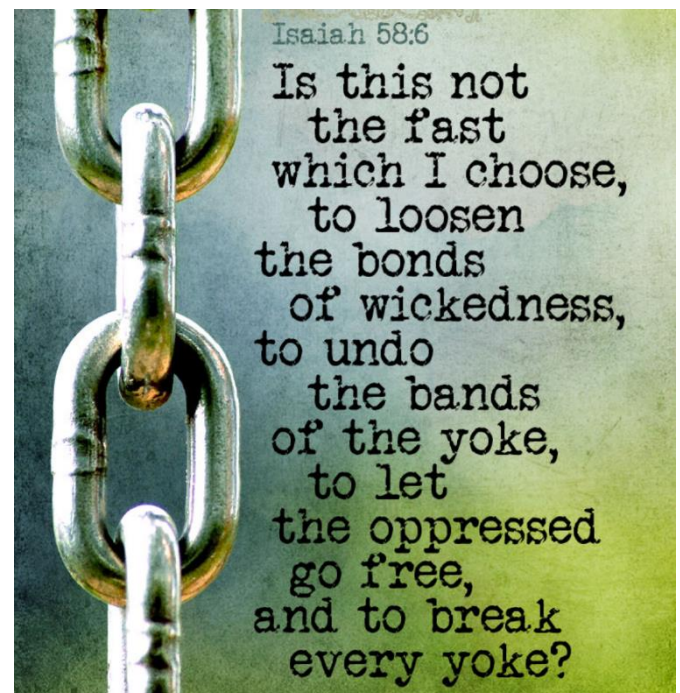
1. Shout out, do not hold back! Lift up your voice like a trumpet! Announce to my people their rebellion, to the house of Jacob their sins.
2. Yet day after day they seek me and delight to know my ways, as if they were a nation that practised righteousness and did not forsake the ordinance of their God; they ask of me righteous judgements, they delight to draw near to God.
3. 'Why do we fast, but you do not see? Why humble ourselves, but you do not notice?' Look, you serve your own interest on your fast-day, and oppress all your workers.
4. Look, you fast only to quarrel and to fight and to strike with a wicked fist. Such fasting as you do today will not make your voice heard on high.
5. Is such the fast that I choose, a day to humble oneself? Is it to bow down the head like a bulrush, and to lie in sackcloth and ashes? Will you call this a fast, a day acceptable to the Lord?
6. Is not this the fast that I choose: to loose the bonds of injustice, to undo the thongs of the yoke, to let the oppressed go free, and to break every yoke?
7. Is it not to share your bread with the hungry, and bring the homeless poor into your house; when you see the naked, to cover them, and not to hide yourself from your own kin?
8. Then your light shall break forth like the dawn, and your healing shall spring up quickly; your vindicator shall go before you, the glory of the Lord shall be your rear-guard.
9. Then you shall call, and the Lord will answer; you shall cry for help, and he will say, here I am. If you remove the yoke from among you, the pointing of the finger, the speaking of evil,
10. if you offer your food to the hungry and satisfy the needs of the afflicted, then your light shall rise in the darkness and your gloom be like the noonday.
11. The Lord will guide you continually, and satisfy your needs in parched places, and make your bones strong;

and you shall be like a watered garden, like a spring of water, whose waters never fail.

12. Your ancient ruins shall be rebuilt; you shall raise up the foundations of many generations; you shall be called the repairer of the breach, the restorer of streets to live in.

Consider:

1. As we start Lent, what is it that you most hope to see happen within you and your community?
2. Looking over Isaiah 58:6-10, is there anything in this passage that makes you uncomfortable? If so, sit with that discomfort and consider/discuss why it might exist.
3. What does, or might, this kind of fasting look like in your community and context?

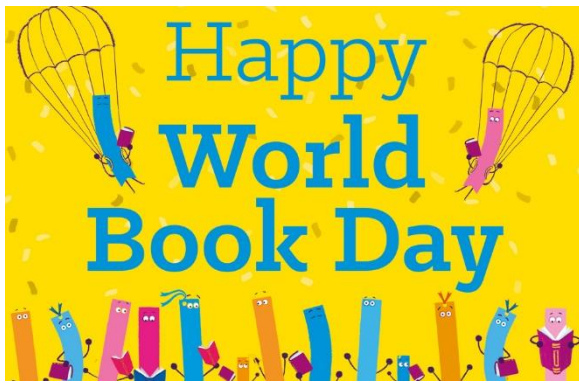


4. From verse 8 onwards there is an inspiring description of the blessings that befall a community who challenge injustice, free the oppressed, share food, clothe the naked and welcome the homeless.

Reading over this slowly, are you drawn to any of these in particular? How does addressing inequality and injustice benefit everyone?

The challenge of Lent and the 40 day journey that Christians are asked to undertake each year prompt us to explore our faith, ourselves and how we live our lives.

World Book Day



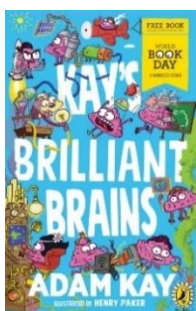
On Wednesday 1 March, St Andrew the Apostle School will be celebrating World Book Day!

World Book Day is an event which takes place globally each year. The World Book day registered charity is on a mission to give every child and young person a book of their own. It's also a celebration of authors, illustrators, books and (most importantly) it's a celebration of reading. In fact, it's the biggest celebration of its kind, designated by UNESCO as a worldwide celebration of books and reading, and marked in over 100 countries all over the world.

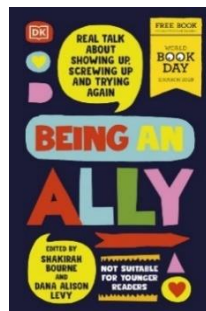
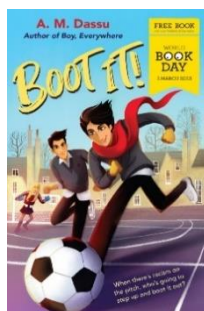
Look out for the following events on Wednesday 1st March:

- **Short story:** You will read a whole short story on the Wednesday in registration, period 3 and period 5.
- **Dressing up:** On Wednesday, staff and Year 7 students will be dressed up as literary characters. See if you can guess who they are! **There is a prize for the best dressed in each tutor group.**
- **Reading activities:** there will be reading activities taking place in lessons during the week.
- **Buy a book!** The attached link is a digital token you can download and use to purchase either one of the books below:

WBD23-digital-1-book-token_UK_secondary.pdf
(worldbookclone.wpenginepowered.com)



Ms Bassington
(Head of English)



Creative Writing Competition 2023

COMPETITION TIME

Encounter with Nature

Celebrate your writing with the four other schools in the Trust. The theme this year is: 'Encounter with nature' Interpret that as you choose!



Entries of prose or poetry:

- Word limit: 1000 words.
- Entries given to your teacher by 14 March 2023.
- Two school winners will be selected from each category: KS3, KS4 & Sixth Form.
- All Trust winning entries will be published in a book.
- Win an author visit for your school!

Please hand your entries in to your English teacher

Ms Bassington (Head of English)

Children's Mental Health

Our School prayer also asks for 'laughter and love in all that we do'. A barrier which some students can face in having this is through their own mental health. We discussed this in assemblies, in our form time and the week culminated in a non-school uniform day which raised awareness for student's own mental health.

Throughout the school there are continually displays which support students in knowing where they can go for help. If you are concerned about your child's emotional wellbeing, then please do contact Ms Moustaka through the Staff contact form and we can support. As a school we can:

- Provide advice to students on how to be emotionally and physically healthy.
- Aim to reduce or removes anything in school which could be concerning them.

- More closely monitor students to offer timely support.
- Refer to external agencies and charities who can provide more specialist support.

We are always aiming to remove as many barriers to learning as far as we can. Post-pandemic the national picture shows that teenagers and children are experiencing higher levels of concerns over their mental health, be this diagnosed mental health issues or lower level of anxiety and depression.

We are not immune to this at St Andrew and continually offer support to all students, this can include:

- In school additional pastoral support from Ms Henshaw-Devall and Ms Moustaka
- Referrals to outside agencies who can provide specialist support.
- Signposting students to charities who can help, such as Childline on 0800 1111 or www.kooth.com



Mr Martin (Deputy Headteacher)

Safety notice from local police force about travel home from school

Please remind students not to walk alone in quiet areas and to stick to main roads as much as is possible. An incident where teenage males followed younger students and were unkind has been reported.

Should anyone witness anything similar please contact police via 101/999/www.met.police.uk to report.

Dropping Off and Picking Up students in the morning and after school

If you are a parent or carer that drops off and pick up your child on the North London Business Park, please do consider dropping off and picking up off site, using what we call 'ride and stride'; this means dropping your son or daughter near to the school so that they can walk that last few minutes to school. This will make a difference in to how many cars come on to our site, thus making it safer. It will also be more time efficient for you! The weather is improving, and I am sure your son/daughter will not mind walking that last few hundred metres to school.

Please also be aware of the students and other road users at times that are more congested than others. We have a number of staff members on duty in the mornings and afternoons, but a collective awareness of all those who use and move around on the Business Park will ensure we are all safe, not least our students as they arrive and leave school.

Visitors to the school mentioned how strong the local transport links are and many of our students get the 34 or 251 buses to and from school. To support students getting on the bus in the afternoon, we have senior leaders on duty at the end of the school day.

If you do come on site to drop off or pick up, please use the designated route, which is around the multi-storey car park. Please avoid waiting or dropping off outside of this area as you may receive a fixed penalty notice.

Thank you for your consideration on continuing to support road safety on our site.

Safeguarding

In many ways our site does Safeguard our students because of its location on the Business Park. Being in North London we are aware of some dangers to our students as they travel to and from school when it comes to gang related activity. This is thankfully very rare. The aim of our Safeguarding team is to ensure that students can recognise and are aware of risks and danger before they meet them, which they inevitably will, and all students will receive education on the signs of students being criminally exploited.

You as parents will also want to protect students from this, some of the signs that children could be criminally exploited could include:

- Owning or having possessions where you are not sure they obtained them.
- A change in mood or behaviour.
- Being more secretive about their friends or having a different friendship group.
- Discussing, or referring to violence, gangs or substance abuse.

If you do have any concerns about your child, or indeed any students in the school, you can always contact the school discreetly to let us know of your concerns and we can support you in protecting our children and the whole community.

[The best way to contact the school is through the staff contact form.](#)

Mr Martin (Deputy Headteacher)

Pastoral

Each school is defined by its character. We aim to drive our school character by sharing the Christian values we have. This week in our assembly time we focussed on our value of *respect*. In this time students reflected on how they could all show respect to each other, particularly in the most difficult of times.

We discussed how we all be kind to each other and to ourselves.

Students were then asked to reflect on all six school Christian values and were given suggestions on how to embody them this week growing our own sense of shared purpose.

Respect: Make sure you leave a classroom clean and tidy to respect the building and the people who use it after you.

Responsibility: Be responsible enough to offer to run a club or be part of the student council.

Forgiveness: If has annoyed in times of stress, then being mindful enough to move on from this.

Trustworthiness: Be honest with ourselves if could have done things better or worked differently.

Caring: Look out for people who are upset, offer them support and consider our word.

Fairness: Make sure you don't use the time, or the resources of other people, wastefully.

Please do reflect on these and discuss with your child their week in school and if they, in even small way, acted on these values this week.

Mr Martin (Deputy Headteacher)

LGBT Week

Two of our Six Core Values at St Andrew the Apostle are 'caring' and 'responsibility'. We aim to demonstrate we are caring and welcoming to all members of our community and next week we will be marking the end of LGBT history month. During this week students will be provided with education on 'protected characteristics' and the safety afforded to all through the equalities Act 2012, History lessons will focus on the challenges LGBT soldiers faced in the first World War and assemblies will focus on the language we use which could be perceived as offensive to others. World Book Day, which is also next week, will also speak of literature focused towards minority groups.

Through this week we aim to show students that they need to be responsible for their actions and that we expect all student to care for others in our community. If you do have any questions about this week then please contact Mr Martin using the staff contact form.

Mr Martin (Deputy Headteacher)

Term 3 Extra – Curricular Sports Clubs

PE extra-curricular clubs re-commence on Monday 16 January 2023.

Monday

Activity: All Years Dodgeball

Time: 3.00pm-4.00pm

Venue: Building 5 Hall

***Change in building 5 changing rooms.**

Activity: GCSE Trampolining (invite only)

Time: 3.00pm-5.00pm

Venue: East Barnet School

***Change in building 5 changing rooms.**

Tuesday

No clubs due to sports fixtures

Wednesday

Activity: All Years Dance

Time: 3.00pm-4.30pm

Venue: Building 5 Hall

Change in building 5 changing rooms.*Thursday**

Activity: All Years Basketball

Time: 3.00pm-4.00pm

Venue: Building 4 and 5 Playground

***Change in building 5 changing rooms.**

Please note students do not wear PE kit to school on the day of clubs. If you do not have PE on the day of the club, but wish to attend, please bring PE kit to change into after-school. Full PE kit must be worn to after-school clubs. If you have PE lessons on the day of a chosen club, you will already be changed into full PE kit.

Mr R Browell (Head of PE)

Mobile Phones

We are focussed on removing any distractions or barriers to learning in school. Mobile phones can be an immense distraction to students when learning, however we do understand that parents want to contact their children while travelling to and from school. The middle ground is that students should have their mobile phones turned off, and in their bags, when on school premises.

If students do have their phones out, even to check the time (and there are clocks in every room of the building) the phone will be confiscated, and students can collect it at the end of the school day.

If this happens twice in a half term, we will return the phone to a parent who can collect this from the school office.

We know you will want to support the ethos of the school, please do remind your children to ensure their phones are turned off and out of sight when in school.

Mr Martin (Deputy Headteacher)

Anti-Bullying

All of our form tutors, Heads of Year and indeed all adults in the school are training in how to identify, report and respond to signs of bullying. We have robust procedures and policies in school which we follow to ensure that we reduce and remove this from our community.

One of our values in school is respect and we expect all students to show respect to each other.

However sometimes these signs in school can be very subtle initially and it can be difficult for adults to spot these signs. We also know that some students would be concerned about their teachers knowing that this is happening.

When issues of bullying or unkindness occur in school, we address this in sensitive and appropriate ways. This can include closer monitoring or dealing with the issue in a way that reduces rather than aggravates the situation.

If your child has reported any unkindness to you that you are concerned about, please do report this to us using our staff contact form and we can discuss how we can support your child in the most appropriate way with a discussion between you, as parents, initially, so we can agree on a way forward.

Mr Martin (Deputy Headteacher)

Parent Factsheet**Andrew Tate**

You may have seen this name pop up in the news, or you may have heard about him from your children. Find out who he is, why he's in the news, the risks he poses and how to talk about him at home.

Who is Andrew Tate?

Social media influencer with over 5 million followers on Twitter

Former professional kickboxer

Previous *Big Brother* contestant

Why is he in the news?

In 2022, Andrew Tate was banned from YouTube, Facebook, Instagram and TikTok due to his controversial and misogynistic (hatred and discrimination against women) posts.

In December 2022, he was arrested in Romania along with his brother on suspicion of human trafficking, organised crime and rape.

How does this affect our children?

Andrew Tate, sometimes referred to as the 'king of misogyny', is a famous and influential figure on social media, even after being banned. He draws a lot of attention to his extreme wealth, luxury lifestyle and possessions, such as his expensive cars.

Children may still see his content (as other people can still share his posts) and may believe that acting and thinking like he does will lead to fame, fortune and success.

He promotes ideas such as:

Men are more important and more powerful than women.

Violence against woman is okay.

Men shouldn't show emotion.

He has said things like:

"I think the women belong to the man."

"[Women are] intrinsically lazy."

"[There is] no such thing as an independent female."

"Depression isn't real."

"The hallmark of a real man is controlling himself, controlling his emotions, and acting appropriately regardless of how he feels."

We know children are talking about Andrew Tate, and boys in particular are being influenced and 'groomed' by his views, with concerns that his power and influence could lead to radicalization and violence against women. Girls are also in danger of accepting that what he says about women is true (i.e. that they're worth less than men).

What can we do as parents?

In school we are supporting students with this through our behavior policy, our school values and tackling issues of inequalities in PSHE, assemblies and form time.

However, children are less likely to listen to influencers such as Andrew Tate if they are having similar conversations reinforced at home.

We recommend you:

1. Read recent news articles about Andrew Tate, if you're not already familiar with him (you can find some in the 'Sources' box below).
2. Ask your child what they're getting up to online – show genuine interest, don't judge them or tell them what they should and shouldn't be doing. Children are more likely to share if they feel you're interested, rather than trying to check up on them.

3. Have open discussions about Andrew Tate – don't tell your child how to think but question their thinking and understanding. Ask if they believe what Andrew Tate says, for example his comments that women "belong" to men, and how that might make the women in their lives feel, or they themselves feel. The charity Bold Voices have a great toolkit to help with this, which you can find in the 'Sources' box below.
4. Be role models – encourage your child to be open with their emotions. Teach them that it's okay to cry if you're sad. Show respect for women and girls and encourage your child to model this behavior.

Social media influencer Andrew Tate – was

Sources

This factsheet was produced by [The Key Safeguarding](https://www.thekeysupport.com/safeguarding):
www.thekeysupport.com/safeguarding

- [Andrew Tate's appeal to Birmingham schoolboys 'looking for direction'](#), BBC News
- [Andrew Tate toolkit](#), Bold Voices
- [How to talk to your children about Andrew Tate and online misogyny](#), Evening Standard
- [How to talk to children about Andrew Tate and other toxic views online](#), The British Psychological Society
- ['We see misogyny every day': how Andrew Tate's twisted ideology infiltrated British schools](#), The Guardian

the subject of a BBC documentary 'The Dangerous Rise of Andrew Tate' - has gained an increasing number of admirers among young people, especially boys.

His content promotes misogyny and an 'ultra-masculine' lifestyle.

I have link this factsheet for parents so they can learn:

- > **Who** Andrew Tate is and **what** he's saying.
- > **Why** what he says can be harmful.
- > **How** parents can talk to their children -

especially boys - about Andrew Tate and how they access his material online.

Mr Martin (Deputy Headteacher)

Strep A and Scarlet Fever and Other Health Concerns

The UK Health Security Agency (UKHSA) is reporting that Scarlet Fever cases are currently higher than typically seen at this time of year. Scarlet Fever is usually a mild illness that is easily treated by antibiotics, but in very rare occasions and if left untreated, the bacteria can get into the bloodstream and cause an illness called invasive Group A strep (iGAS). Parents are advised to seek medical help if they think their child is showing signs of Scarlet Fever or iGAS.

Symptoms to look out for include:

- a rash with a sandpapery feel,
- sore throat,
- flushed cheeks,
- a swollen tongue,
- muscle ache,
- and high fever.

If you're worried about your child's health, always trust your own judgement, and contact a pharmacist, your GP or call 111 to seek medical advice.

We can all reduce the risk of picking up or spreading infections by teaching our children how to wash their hands properly with soap and warm water for 20 seconds, using a tissue to catch coughs and sneezes, and keeping away from others when feeling unwell. For further information about Scarlet Fever and invasive Group A Strep (iGAS), visit:

[UKHSA update on Scarlet Fever and invasive Group A strep \(prgloo.com\)](https://www.nhs.uk/conditions/scarlet-fever/)

<https://www.nhs.uk/conditions/scarlet-fever/>

<https://ukhsa.blog.gov.uk/2022/12/05/group-a-strep-what-you-need-to-know/>

Stephen Warrick

Public Health, London Borough of Barnet

Please also see the advice issued by the UKHSA regarding the health concerns nationally:

<https://www.gov.uk/government/news/back-to-school-advice-issued-amid-high-levels-of-flu-covid-19-and-scarlet-fever>

School Uniform

We are incredibly proud of our students and the way that they present themselves to our community. We do this by 'sweating the small stuff' when it comes to uniform, and this ensures that larger behaviour issues are less common. The aim of our uniform policy is to ensure that all students look professional, are ready to work in school and be prepared for the world of work after they leave us.

Please do support the school culture and ethos by helping us ensure that students have the correct uniform. In particular:

- Students should be wearing leather shoes, [the types that are acceptable can be found here.](#)
- Students should not wear any jewellery or piercings other than a single stud in each ear lobe.
- Students should be wearing neutral trainer socks or no socks with tights.
- Students should also have their shirt tucked in, top buttons done up and ties tied correctly.

If students arrive to school in incorrect uniform, they could be asked to return home to change and return immediately or failure to follow clear and reasonable instructions to address their uniform could result in students being detailed or placed in our Referral Room.

Mr Martin (Deputy Headteacher)

Prime Drinks and Energy Drinks



Many of you will be aware of the craze for Prime drinks which are being sold in Asda and Aldi. Whilst the Prime Hydration drink is not considered dangerous for young people, Prime are planning to launch Prime Energy in

supermarkets from April. The official website states that one 12oz can of Prime Energy contains 200mg of caffeine. A warning on the page states that the energy drink is not recommended for children under the age of 18, as well as pregnant or nursing women. For comparison a can of Red Bull has between 75-80mg of

caffeine and a can of Monster Energy contains 160mg. An average cup of coffee contains around 40mg of caffeine. However, there are no laws in place restricting sales of energy drinks to under 16s and if Prime Energy proves to be as popular as its predecessor, it will likely fall into children's hands. According to GP Dr Hana Patel, 200mg is double the amount of acceptable caffeine for children, though she recommends that they avoid it all together - as it can cause symptoms such as insomnia, heart palpitations, dizziness, and anxiety. She said: "Caffeine is a stimulant and evidence and research shows that children should not have caffeine in their diet, if they do it should be no more than 100mg of caffeine in a day. Caffeine also may harm children's still-developing cardiovascular and nervous systems.

Please also note that these drinks are being re-sold at extraordinary prices on eBay and other platforms with individual cans fetching around £15-£20.

At St Andrew we permit pupils to drink water in the classroom and this remains the healthiest and safest option for all young people. We do not permit pupils to bring energy drinks e.g. Monster, Red Bull to school and these have always been listed amongst our [banned items](#).

Mr Martin (Deputy Headteacher)

Game Finder

Finding games for children which are appropriate for their age, which work on the devices the children use and the children will enjoy playing can be a minefield, particularly when parents are being bombarded with the 'but everyone else is playing this game' guilt trip. Game Finder is a new (free) service available from Taming Gaming which walks parents through various aspects, such as how old is your child? What devices do they have? What types of games do they like to play? And then gives a list of recommendations of suitable games. I've used this a few times and it is brilliant, you can find Game Finder [HERE](#).

Mr Martin (Deputy Headteacher)

Safeguarding

Child Safety and the Metaverse



All

devices which allow both unfettered access to the internet and expose children to voice chat, text chat

and photo sharing with complete strangers. This year presents an acceleration of vulnerability window as, VR headsets, connected to Facebook's Metaverse have been released onto the marketplace. The Metaverse seeks to link users to the internet as a Virtual Entity through the use of Virtual Reality Headsets. This amplifies the danger children are exposed to online. To help you understand this new, fast changing issue the NSPCC has published a guide to both the Metaverse and VR headsets. To find out more please follow the link:

<https://www.nspcc.org.uk/about-us/news-opinion/2022/christmas-vr-safety-advice-for-parents-metaverse/>

Understanding the Playground - Fortnite

Since its release 2017, the battle-royale simulator – Fortnite, has become ubiquitous in classrooms and playgrounds throughout the world. The game, which features cartoonish renderings of characters, bright colours, and non-visceral consequence free violence, has had a mass appeal to children. Each Christmas another draft of young pupils are induced into its overcrowded multi-player lobbies, to the point that there is not a school pupil in the country who hasn't owned it, begged their parents for it or played it round a friend's house. As a result, more children than ever are exposed to multi-player chatting with strangers, and financial exploitation via the game's spend-to-gain-advantage operating style. Allowing children to use real world money to gain perks and costumes. From criminal blackmailing to the coercion of nude exchanges by online 'friends' posing as children, the danger this game presents from a safeguarding perspective is clear. As an added complication, the verbiage surrounding the game used by pupils is near-incomprehensible, frustrating adepts to secure their safety. Fortunately to allow for greater comprehension of reports to staff involving the game, Internetmatters.org has published a guide to understanding the game and its terms. You can find the link below:

<https://www.internetmatters.org/hub/guidance/fortnite-battle-royal-parents-guide-keep-kids-safe-gaming>

Sony PlayStation and Internet Matters have got together and created a wonderful interactive quiz for children and parents to learn together how to make the most of PlayStation settings for safer gaming. This is a great idea to get conversations going and for

parents to learn more about the games which their children play.

You can access the interactive quiz [HERE](#)



TikTok has now raised its Livestreaming Age Requirement to 18 (BBC News)

TikTok has frequently been called out for its glaring failures to protect under 18s which use its service. With its flashy images, easily digestible content and 'childlike' feel it has always been popular among school aged children. A fact which has made its safeguarding failures all the more worrying. The platform's attempt to ban under 18s seems to be unfeasible however, and so it is as important as ever to be aware of its usage in the classroom. In particular, its gift function can easily be manipulated in order to commit criminal acts against children. As such wariness around the app should not be lowered as a result. To find out more about what motivated their decision, and its potential outcomes head over to the page linked below:

<https://www.bbc.co.uk/news/technology-63262102>



Many students use WhatsApp despite there being a minimum age rating of 16. There are some inherent dangers to students using this including:

- Bullying, particularly in group chats
- Seeing content of a sexual nature, or showing violence and hatred
- Settings that allow messages to disappear after 24 hours or 7 days. This could make it harder to track bullying, and your child might share things they wouldn't otherwise because it'll disappear.
- Sharing their live location, particularly with people they don't know in person.
- Spam or hoax messages
- Being exposed to strangers through group chats

What are the risks?

- Bullying, particularly in group chats
- Seeing content of a sexual nature, or showing violence and hatred
- Settings that allow messages to disappear after 24 hours or 7 days. This could make it harder to track bullying, and your child might share things they wouldn't otherwise because it'll disappear.

- Sharing their live location, particularly with people they don't know in person.
 - Spam or hoax messages
 - Being exposed to strangers through group chats
- WhatsApp says the **minimum age** to use it is **16**, but younger children can still use it easily.

6 steps to help your child use WhatsApp safely

1. Keep their personal information and location private

By default, WhatsApp shows profile photos, status and when you last used it to all users.

Encourage your child to only share this information with their contacts and be careful about who they talk to on the app, as anyone could pretend to be a child online.

To check and change these settings:

- On an **iPhone**, open settings in WhatsApp (the cog icon), then Account > Privacy. Tap the setting you want to change, then choose who it should be visible to
- On **Android**, tap the 3 dots in the top-right of the home screen, then > Settings > Account > Privacy. Tap the setting you want to change, then choose who it should be visible to

WhatsApp also has a feature that you can use to share your 'live location' with others. Tell your child to keep this turned off, or to only share their location with people they trust.

To check this:

- On an **iPhone**, go to phone Settings (the cog icon) > WhatsApp > Location, and tap to change if you need to
- On **Android**, go to privacy settings as above, then scroll down to 'Live location', and tap to change if you need to

2. Remind your child to be careful about what they share

It's easy to forward messages, photos, and videos to others on WhatsApp. Even if your child sets a message to automatically disappear or deletes it after sharing it, the person they send it could still screenshot it, forward it to someone else, or save it.

So, before they share anything, tell them to ask themselves: "Would I want others to see what I'm about to send?"

3. Remind your child they can leave group chats

If they see something they're not comfortable with in a group chat or are in a chat with someone they

don't know and are uncomfortable with, they should leave the group. To do this:

- On an **iPhone**, go into the group chat, tap the group subject, then > Exit group > Exit group
- On **Android**, go into the group chat, tap the group subject, then > Exit group > Exit

4. Make sure your child knows how to report and block people

When they first receive a message from an unknown number, they'll have the option to report it.

If someone in your child's contacts is upsetting them or making them uncomfortable, they can report or block them at any point (WhatsApp won't tell the user they've been blocked/reported).

To do this:

- On an **iPhone**, open settings in WhatsApp, go to Account > Privacy > Blocked > Add New..., then find the contact they want to block, and tap the contact
- On **Android**, tap the 3 dots icon, then Settings, then tap Account > Privacy > Blocked contacts, tap the icon in the top right showing a person and a plus sign, search for the contact they want to block, then tap the contact to block them

To report issues like offensive or abusive content or spam:

- On an **iPhone**, open the chat with the user you want to report, tap the contact then then tap Report Contact > Report and Block
- On **Android**, open the chat with the user you want to report, then tap the 3 dots icon, then > More > Report

5. Encourage your child to watch out for spam and hoax messages

These can appear to come from contacts, as well as people they don't know. Tell your child to watch out for messages that:

- Ask them to tap on a link, or specifically to click on a link to activate a new feature
- Ask them to share personal information like bank account details, date of birth or passwords
- Ask them to forward the message
- Say they have to pay to use WhatsApp
- Have spelling or grammar errors

6. Tell our school about any bullying they experience

Look for signs they your child may be being bullied, like being afraid or reluctant to go to school, feeling nervous, losing confidence, or becoming distressed and withdrawn, or losing sleep.

Sources used in this factsheet

- [Bullying and cyberbullying, NSPCC](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/)
<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>
- [Help Centre, WhatsApp](https://faq.whatsapp.com/?locale=en_US)
https://faq.whatsapp.com/?locale=en_US

This factsheet was produced by [The Key Safeguarding](https://thekeysupport.com/safeguarding): thekeysupport.com/safeguarding

Mr Martin (Deputy Headteacher)

Bace Holidays – Now LIVE!



Young Commissioners

We're really excited to share a new opportunity for children and young people in the borough that we've been working on.

Open to all 11–18-year old's (and care leavers) that either live in or go to school in Barnet, we've designed a Young Commissioners programme where young people will be able to work with our commissioners to gain an understanding of commissioning, learn new skills and to earn three AQA unit awards to boost their qualifications. Participation in the programme can also be used as volunteering hours for certain courses and schemes like the Duke of Edinburgh award.

We'd really appreciate if you could share this opportunity with any young people you may work with

who may be interested in the programme and in developing their professional skillsets.

Applications are open now

It should take around 5 minutes to complete and we'll set a deadline based on the level of interest we receive.

If you have any questions, please feel free to email young.commissioners@barnet.gov.uk

S Carnegie, Strategy, and Insight Advisor

Family Services, London Borough of Barnet

Volunteer Police Cadets

What is the Volunteer Police Cadets?

We are a Volunteer Uniform Youth group that is supported and run by the Metropolitan Police. **Junior Police Cadets** Junior Police Cadets are from School Years 6-8. It was developed after recognising a vulnerability gap between primary and secondary school. It aims to teach young people life skills and social responsibility in a fun and engaging environment. These units are led by Senior Cadets supported by VPC staff, allowing them to be positive role models to their younger peers.



Greater Youth, Greater London

Senior Police Cadets

The Cadets meet once a week and often perform duties in support of local policing. They also take part in large public events like Trooping the Colour, Remembrance Day Parades, London Marathon and Notting Hill Carnival. There are also various cadet competitions held throughout the year where units compete against each other. All of these activities can be used to complete the Duke of Edinburgh Award.



The Annual Cadet Competition

Weekly Meetings

At weekly meetings Cadets have a variety of in-puts on aspects of policing and citizenship. They also take part in sporting activities and are taught Drill and Marching.

- Uniform: Free, after a 10 Week Probation period. Senior Cadets (Yr9 and above) will need black boots.
- Opportunity: Meet new people from your borough. Camps and trips away. Learn new skills.

Trips and Camps



Cadets Completing Gold DofE Expedition in Snowdonia

During School holidays many of our Cadets go on camps and trips. Some of these are day events like trips to visit the crime museum or take part in white water rafting, some are week long camps, taking part

in many different outdoor activities like Mountain biking, Ghyll Scrambling, Climbing and caving. We also offer leadership training days.

Volunteering

Cadets are expected to volunteer some of their time to help out in their local community giving Crime prevention advice, stewarding local events and test purchasing of Alcohol, fireworks and knives. They will also get the opportunity to join officers and help with the policing of big events such as London Marathon, Ride London, Trooping the Colour and the Notting Hill Carnival.

Competitions



Cadets take part in competitions including First Aid

There are a number of competitions across the Year where cadet units compete against each other

- The Annual Cadet Competition: Concentrating on police style scenarios
- Iron Team: A bit like I'm a celebrity get me out of here
- Paintball: Staff and Cadets against other boroughs



Aspire to be different. Join the Volunteer Police Cadets at Barnet. Meet with like minded young people with shared interests. Have fun, learn, develop and help in your local community. Check out "Met Volunteer Police Cadets, part 1" on YOUTUBE for a 2 min video.

Weekly meetings

Our current Units are as follows:

Senior Cadets 13-19 year old

Peel Centre, Colindale, Aerodrome Road, NW9 5JE,

Wednesdays

19:00-21:30 hours

Barnet Police Station, 26 High Street, Chipping Barnet,

EN5 5RU, Thursdays

19:00-21:30 hours

Junior Cadets 10-13 year old

Peel Centre, Colindale, NW9 5JE, 1Wednesday 17:00-

18:30 hours

The units meet during **term time only**.

Contact Us

Name: PC Roma Wesolek

Telephone: 02087335857

Email: NWMailbox.VPC@met.police.uk

BAFTA-nominated Channel 4 series

The BAFTA-nominated Channel 4 series, The Dog House, is about to return for a new series. Described as one of the most heart-warming programmes on TV, we are starting the search again for people who can offer a loving home to a rescue dog and share their reasons for doing so. We wondered if you might be able to help?

In previous series, we found that there were many reasons people might consider bringing a rescue dog into their life; to help combat loneliness, extra company for a child, and to encourage getting out more. For children specifically, having a dog in your home has been proven to help with social skills and impulse control, and even improve self-esteem. Dogs are always happy to see you when you get home from school, and their love is unconditional - the ideal confidant and an ever-willing playmate! We would love to highlight some of these benefits and wondered if any members of your school might be interested in applying, or simply finding out more with no pressure to take part.

Could you provide a loving home for a rescue dog? The Channel 4 series, The Dog House is looking for couples, individuals, friends and families who are seriously considering bringing a rescue dog into their lives and are willing to share their reasons for doing so.

Please follow this link to apply:

<https://www.channel4.com/4viewers/takepart/the-dog-house>

Career Opportunities

We are so lucky to live in London, with all the cultural capital that it brings. Please see opportunities below in relation to careers that nearly all of our students can access whatever their year group.



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- Learn how to value stocks & shares

Plus, Q&A time with all the professionals and guidance on university choices, interviews and applications.

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For the ultimate experience in Law & Finance-related careers, students should register now for our Summer Experiences in London:

- Argue a case in the Supreme Court
- Learn about human rights at Amnesty International
- Trade the stock market in a skyscraper
- 'Model UN' alongside Foreign Office staff

Summer Experiences AGES 12-14 **Summer Experiences AGES 15-18**

We are now more than 50% full for these so interested students should book their places as soon as possible.

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