

PosiTIV



POSITIVE REWARDS

A new approach for student rewards.

See page 20



A POSITIVE AND REWARDING FIRST TERM

It has been a very intense autumn term for students and staff and as you will see there is much to celebrate in terms of opportunities for our young people to get involved in, from within the classroom to beyond on the pitch. We are delighted to welcome year 7 to the High School and they have settled in well. Equally it has been amazing to see last year's year 11 return for an evening to celebrate their achievements, collect GCSE certificates, coursework from practical subjects and tell us how their post 16 plans are working out for them.

The earlier finish time is allowing more students to take part in extra curricular activities and we will continue to promote events into the spring term.

We also continue to focus on rewarding our students for getting things right and now 'front load' positive points every week on the basis that students are encouraged to actively build upon them. Celebration breakfasts and assemblies are starting to take place as a result.

Mrs Crook
HEAD TEACHER



RESULTS

THIS STUDENTS GAIN AN IMPRESSIVE SET OF RESULTS ONCE AGAIN

It feels a long time ago now, but on Thursday August 25th year 11 students came into school to collect the GCSE results they had worked so hard for over the last 5 years. Despite the disruption of Covid over the previous two years many students managed to achieve some truly outstanding results. Seven students achieved seven or more Grade 7s and above. Both Fergus K and Megan L achieved an incredible nine grades of 7 or above, with seven of those at grade 9, whilst Esther W achieved a remarkable four grade 7s and six grade 8s.

There were also some stunning results regarding progress with nine students achieving on average more than 2.5 grades above their expected grades across all subjects, with Yara C achieving nearly four grades above expectation.

In terms of overall school results, the results in French were particularly impressive with students on average achieving over a grade above what was expected. Other subjects also achieved outstanding results, with students in Construction, Sports studies, Music,

Geology, German and Computing all achieving more than half a grade above what was expected.

All students need to be congratulated on showing the determination and resilience to come through a very difficult two years and achieve a set of exam results to be proud of, and which will allow them to go on to the next stage of their education, training and employment. We wish them every success in their future.

Mr Tong

“*For this year group it has been a roller coaster of a journey of trying to cope with the demands of GCSE courses whilst experiencing the pressures and demands the pandemic has placed upon them. But yesterday the wait came to an end.*

“It was fantastic to see so many of the year group. Anxious faces were soon replaced with tears of joy, elation and sometimes relief that their grades had confirmed their ability to move on to a new course next month. Thanks must go to their families and

the staff who have done their best to support them through this exceptional period of education and we of course wish them well for their next steps.”

MRS CROOK

COMPUTER SCIENCE

Computer Science teacher Mr Gardner is a self-confessed geek when it comes to computer technology. He likes to collect electronic devices, bring them in to the classroom and explain to students how they work and what they can do for us. To Mr Gardner, there's far more we owe to computers than just day-to-day desktop PCs and tablets, and that applies whether the device is state of the art or part of history.

Take his much loved Moog Theremini for example. He says it combines the concept of the original hands-free electronic Theremin instrument patented in the 1920s with modern sound technology to become a true programmable synthesiser.

"Programming isn't just something you do in Python or C++. It's something you can do with machines," he says. *"Whether it's a drum machine, a theremin, a digital mixing unit, a synthesiser*

or a portable studio they all have computers built into them and that's why we learn about embedded systems and digital technology. All of those binary 1s and 0s are useful.

"You can sample, hold and repeat, and mix the sounds up with effects units and drum machines. Electronic music uses sequences that hold arrays of notes to play, one by one. So we can take an array of 16 notes and play it again and again in different orders, programming the instrument like a normal computer. All of these instruments use binary MIDI messages. You give them three 8-bit numbers – one to start playing a note, one for the hard/soft velocity and one number for the pitch (high note or low note).

"Thanks computers!"

To see a masterclass in using the Moog Theremini visit this web page. <https://youtu.be/8bakl0ITCqQ>



MODERN FOREIGN LANGUAGES

EUROPEAN DAY OF LANGUAGES

European Day of Languages 2022 is celebrated at THS with a refectory menu that represents four European countries.

The menu featured dishes from Spain, Italy, France and Germany and dishes were expertly prepared by Mrs Mitchell and her team. Students enjoyed the delicious meals, some trying something new such as peach clafoutis, and many enjoying some familiar dishes such as pizza. We look forward to celebrating again next year.

If you have any suggestions for meals you would like to see on the menu, please let the MFL team know.

MFL Department



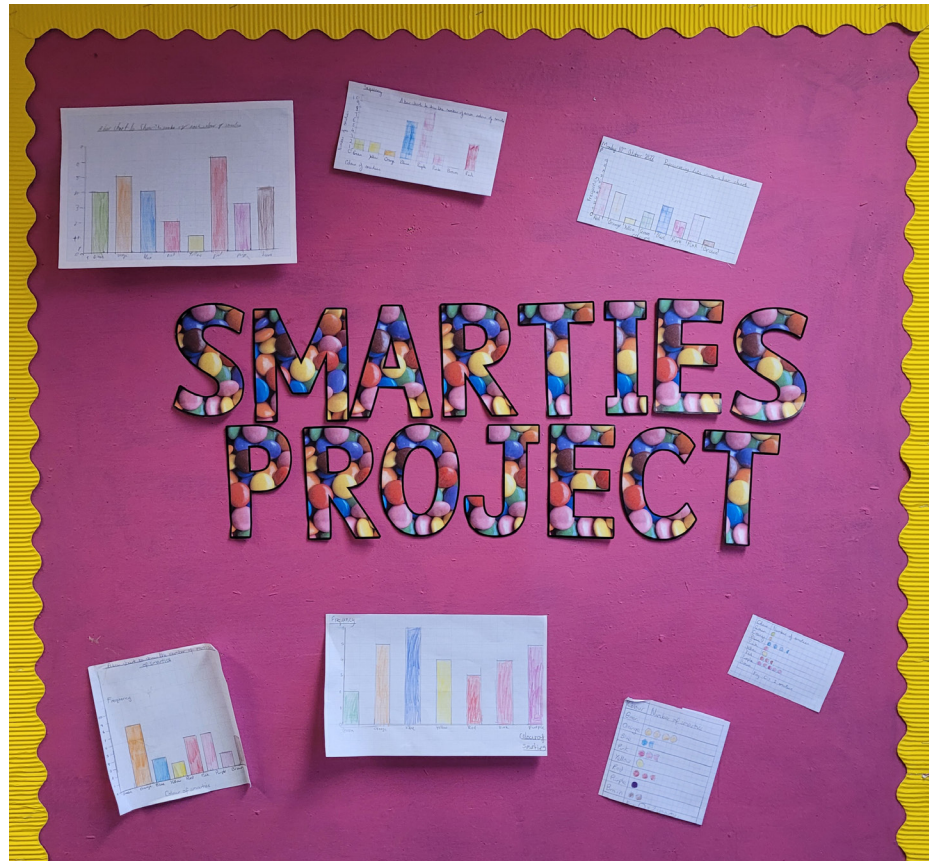
MATHEMATICS

YEAR 7 SMARTIES PROJECT

In the autumn term all of our year 7 Mathematicians took part in a 'Smarties Project'. As our year 7s were taught in mixed ability groups in the first half term, our goal was to introduce the data unit in a unique and fun way.

Each student received a pack of smarties where we looked at collecting and processing different types of data. Students were able to collect and organise their data using a variety of averages (mean, median, mode and the range) and a tally and frequency table. The students then shared their smarties data and were able to present their data in a variety of ways including: bar charts, dual bar charts, composite bar charts, and pictograms. At the end the students were able to eat their smarties!

We hope our year 7s will be able to transfer their newly acquired skills into their new classrooms and in real life situations.



Maths Department

PHYSICAL EDUCATION

REPRESENTING GREAT BRITAIN AT BMX

“

My name is Jensen. I have been BMXing since I was 6 years old. It's a sport that I really enjoy and have been racing for the South West BMX Association at national level. In August I took part in the 'Brits' (British Championships) and finished British number 8. I have just been told that I am now one of 25 other 15 and 16 year olds to qualify to race for TEAM GB next year in the World Championships in Glasgow. I am really excited to have this opportunity and I hope that I represent the country well.

JENSEN L-B



PHYSICAL EDUCATION

QUALIFIED FA REFEREE

A massive congratulations to year 9 student Jess H who over the half term break completed her FA referee course and is now a fully qualified referee within the community. She refereed her first game when Twyford Spartans U12 girls suffered an unfortunate loss to Starcross Dons, a great game to be a part of from what I hear.

This is a fantastic achievement from Jess who becomes the first fully qualified referee we have at the high school, hopefully something that will encourage others to follow suit and complete their qualifications. If any parent/guardian or student would like any information about that please feel free to email me at osymons@tiverton.devon.sch.uk

Mr Symons



GIRLS RUGBY DEVELOPMENT DAY

Some of our year 8 and 9 girls took part in a rugby development day at Topsham Rugby Club in November. The girls had the opportunity not only to deepen their bond as a team but also develop their skills in isolated practices and then in competitive games. The girls were fantastic. They worked so hard for themselves and for each other. Their determination to improve and make the most of this fantastic opportunity was a joy to watch.

The quality of their play both in defence and attack grew throughout

the day. They worked hard to form a solid defensive line, making it hard for their opposition to break through and their support runs and offloads in attack were formidable. Each and everyone of them were a force to be reckoned with; well done girls.

One of the Young Leaders refereeing the games in the afternoon credited our girls by saying "they were a lovely team to referee; they took on feedback and were very respectful". What more can you ask for! The girls also met an Exeter Chiefs and England U20s player, Abby

Middlebrook. Such an inspiration for the girls to look up to and to try and emulate. Abby is an Exeter girl and started her rugby career at secondary school, just like our girls.

Keep working hard girls; you were a credit to yourself, your team and Tiverton High School.

The Team: Abby P, Hannah P, Ciara W, Lily S, Taylor D, Lucy-Jane B, Chloe H & Emily W.

Mrs Bamber



FOOD TECHNOLOGY

THE GREAT JAM FIRST OR CREAM FIRST DEBATE CONTINUES...

This term year 8 has been researching British food, past to present. They have been learning about the influence of other cultures on our country's favourite dishes.

They have been learning about the use of basic ingredients – flour and fat – to create scones and discuss the dispute over jam and cream or cream and jam! The rubbing in method used in scones has then been applied to make short crust pastry where students have made pasties

of their choice demonstrating the traditional crimped edge.

We have also been looking at food waste and have discussed a number of ways we can cut down on food waste in our homes and community. Bread and butter pudding has been a great way for students to learn about using up food that would otherwise go to waste. The students really enjoyed this dish with many building on the traditional recipe by using croissants and fresh fruits as well!

Mrs Lethbridge



PERFORMING ARTS

MUSIC IN THE CASTLE 11TH NOVEMBER 2022

THE LONDON MYRIAD ENSEMBLE

Over the past few years, Music in the Castle have been hosting free music events in the James Wyatt room within the historic Powderham Castle, with post graduate music students performing free of charge to Devon schools. After lockdown restrictions, we were delighted to be invited back for some more live music.

The spectacular room where the concerts take place was designed by James Wyatt in 1778 and is believed to one of the first ever purpose-built music venues and has played host to many talented musicians.

We took some of our Year 9 & 10 music students to see The London Myriad Ensemble. This prize winning ensemble was formed in 2004 and is one of the leading wind ensembles of their generation today in the UK. They have performed at many prestigious venues including the Purcell Room, St Martin in-the-Fields, Downing Street, live for Radio 3 and will soon be recording their second album.

As always, it's fantastic to listen to live music and have our students listen to such talented young musicians.



YEAR 11 PERFORMING ARTS STUDENT LEADERS 2022-23

The Performing Arts department is really pleased to have had a such a motivated, talented group of year 11 Performing Arts Student Leaders supporting us this year.

A great deal of planning and promoting goes into all extra-curricular projects run by the department and being able to have such a talented team on board really helps to make these important events happen.

Our year 10 student leaders have been involved this year in promoting the THS Music School, the Tiverton Beaver Project, 'Sing Up' and the hugely successful Concert for Ukraine.

However, not only have they promoted events, but all of the activities this year have been led by the team as well, with the exception of the Music School.

Always professional, courteous, enthusiastic and fun to work with, they have made a huge difference to the department this year and we thank all of them for their time and commitment and support towards the Performing Arts.

Well done to Roxy B, Millie C-D, Kiya P, Celia G-C, Megan M, Saffy K, Megan M and Callum W.

PERFORMING ARTS

INSTRUMENT DONATIONS

As a music department we are always very excited and extremely grateful to receive musical instruments donated by members of the public and or members of staff and colleagues. In the last two months we have been grateful to receive several quality instruments.

As a busy music department at THS, quality instruments are often in great demand from students and

these latest editions will get lots of use over many years to come.

David Riley has donated a wonderful Pearl drum kit including cymbals which has already had much use from our drumming students, GCSE musicians and our Year 9 band.

Pat Butterly, a long-time supporter of our music department at THS and a former member of The

London Symphony Orchestra, very kindly donated a wonderful double bass. He also re-strung the instrument, so it now sounds fantastic.

Chris White from Ken White signs has very generously donated this wonderful upright 'Bentley' piano, which is in lovely condition and will get used daily, now placed in one of our practise rooms.



SCHOOL MUSICAL

A huge term for Performing Arts! We finally launched our whole school musical:

THE SOUND OF MUSIC

It's our first production since Grease in 2018!

After two long after-school sessions for auditions and numerous call backs, it is with great delight that we can announce our principal actors.

Well done to the below but also to our amazing ensemble who are superbly talented and without doubt

the backbone of our production. You have all shown the highest levels of confidence.

Rehearsals are now in full swing, with musical direction from Katy Baker on Tuesdays (staff and students), orchestral sessions on Wednesday with Mrs Wright, choreography with Mrs Parkinson on a Monday and acting rehearsals on Wednesday and Thursday with Mrs Parkinson and Miss Large. This just shows the resilience and commitment of our fantastic show family!

Students and staff have also volunteered to be involved to

assist in the backstage and design elements. This is greatly appreciated, if anybody else would like to be involved in any aspect of design (props/costume etc), please let Mrs Parkinson know.

The show will run for four evenings from Monday February the 6th until Thursday February 9th 2023.

Make sure to watch this space for our announcement that tickets are on sale. We can't wait to see you in the audience.

Performing Arts Department

Sister Berthe	Molly S	Liesel	Roxy B
Sister Margaretta	Olive E-K	Friedrich	Elysia P
Sister Sophia	Rosie M	Louisa	Cleo G
Mother Abbess	Abbie L	Kurt	Elsie M
Franz	Joshua M	Brigitta	Livia H
Frau Schmidt	Millie C-D	Marta	Ella L
Rolf Gruber	Oscar I-D	Maria	Lily S and E-K
Elsa Schraeder	Celia G-A	Captain	Callum W
Max Detweiler	Monty S		



SCIENCE



SPACE DETECTIVES EVENT

In September, the Space Detectives came to visit our year 8 students. All students took part in a session learning about building landing craft for rovers to be transported to other planets, including hearing about Heathcoat Fabrics' role in building one of the parachutes for these landers.

Students then split into groups and had a go at producing their own landing craft for their 'eggstronaut'. They had to think about the different team members' roles in the group, from engineer to mathematician

and consider the best materials to use and surface area of their parachutes. Once constructed, groups then tested their landers. Several groups successfully landed their 'eggstronaut' in one piece, whilst some had less success!

Students came away from the session more aware of the range of careers linked to space, which hopefully will inspire some of them to consider in the future.

Science Department

DESIGN AND TECHNOLOGY

THS students have been hard at it again in Design & Technology and Construction – from making paddle boats and window frames to designing the latest activity pack for Virgin Airways.

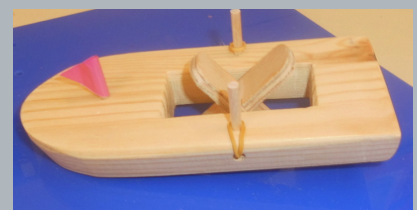
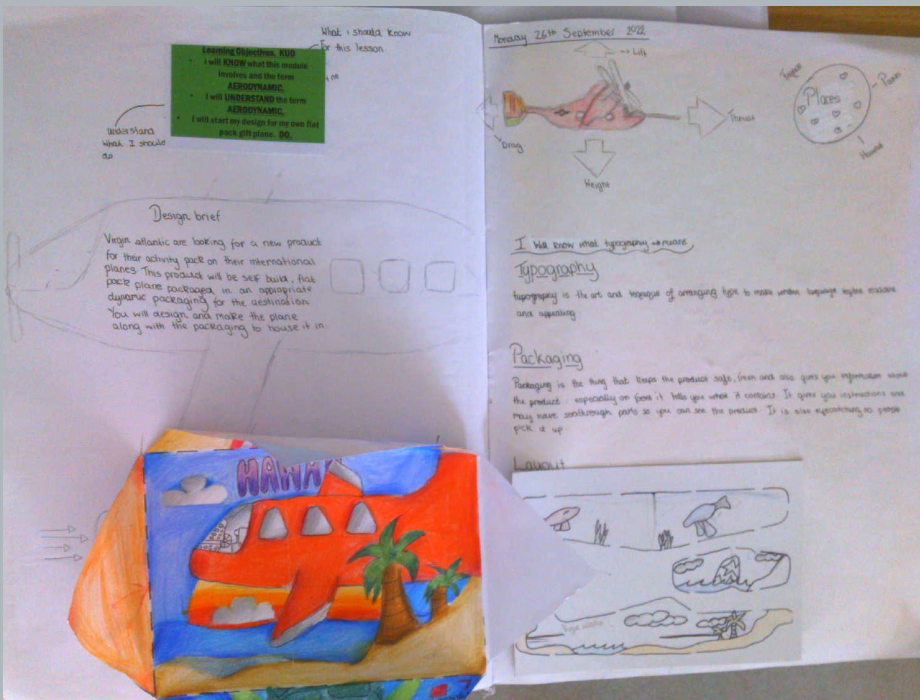
In the past we have highlighted the fantastic practical work that our students are doing, and we will continue to do so. But in this addition, we thought it was just as important to mention the

students that have demonstrated some incredible design work.

As you can see from the books below, we have some very creative students in our school! They were tasked to design a slot-together aeroplane and package that young passengers could make while they were on a Virgin Atlantic flight to keep them entertained. They have had to consider the needs of their intended user but also take

into account the branding of their client. Amazing work year 8s! The paddle boats are always a popular project with our year 10 students. This is a project where we focus on the importance of accuracy, health & safety in the workshop, development of workshop skills and quality of finish. Well done to Miley and Theo for some outstanding work!

Mr Preece



HISTORICAL FICTION BOOK CLUB

REVIEW OF THE WEEK AT WORLD'S END

We enjoyed *The Week at World's End* and think it has a great moral. It encourages people to speak out about topics that matter to us even when this is really hard. We found the story interesting and we liked that it had a cliff-hanger at the end of each chapter.

Usually, when I read I can predict what is going to happen in the book. However, in *The Week at World's End* I felt that there were lots of surprises and I could not predict what was coming next. The book is set during

the Cold War, with a focus on the Cuban Missile Crisis. We did not know much about the Cold War before reading the book and found this topic really interesting.

We also felt the topic of the book was really relevant to events happening in the world today and how to manage headlines in the news that can often be really scary. We would definitely recommend this book as it has a really in-depth plot with lots of twists and turns. It has also helped us to understand

that there are some secrets we should not keep to ourselves because sometimes the secret might be bigger than we thought and might really affect our lives.

Next up, Historical Fiction Book Club will be reading *1947: Torn Apart* by Swapna Haddow. This book is a fictional story set within the events of Indian partition.

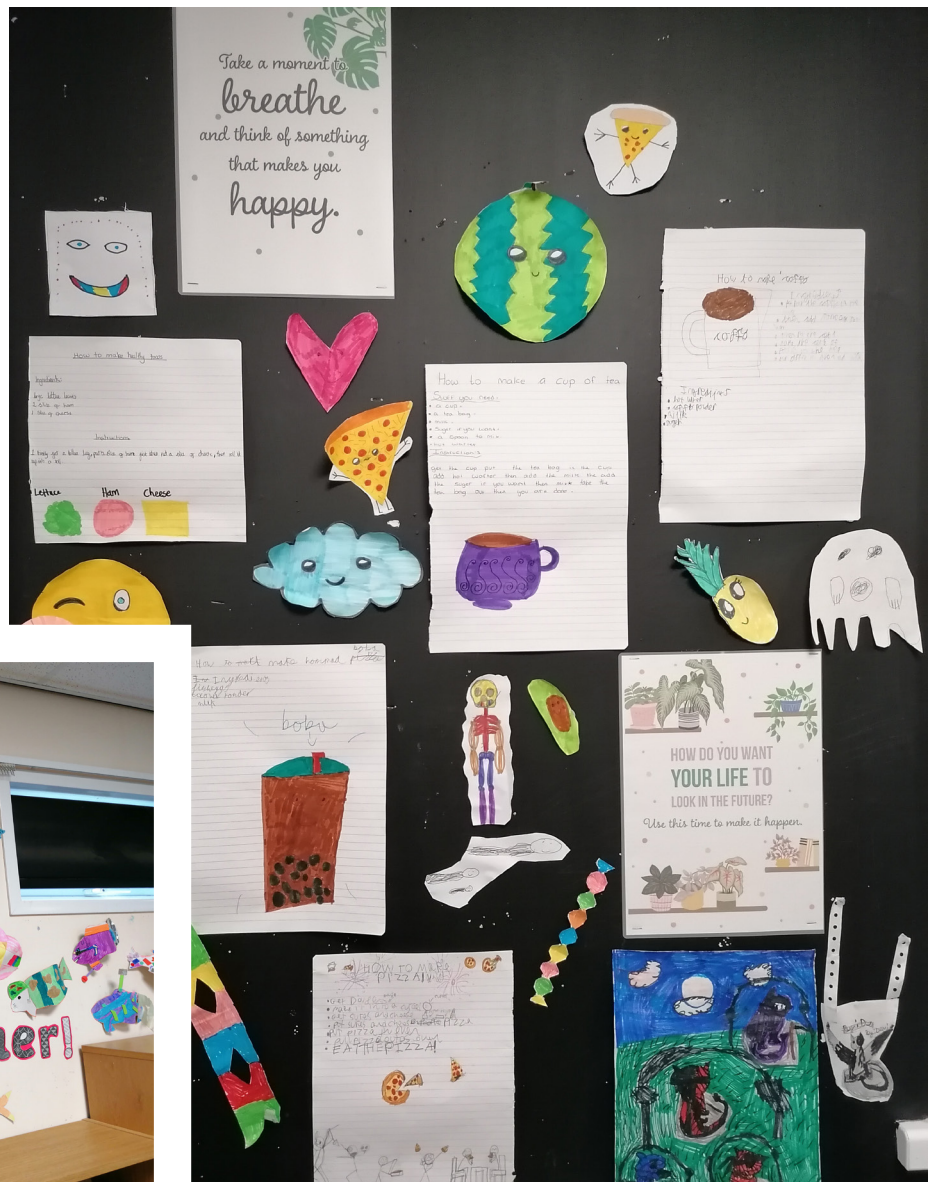
Historical Book Club students

NURTURE

Over the autumn term the students in the nurture class have talked a lot about how they're all individuals but are having to navigate their way in THS as a team. Miss Brace and I thought this was really important and we wanted to create a display board to reflect the students' thoughts. After several art filled lessons, this was the final product.

The students felt the dark walls of the classroom were dreary and wished to brighten them up with their art works. They are very proud to show off their creations to everyone who comes into the class.

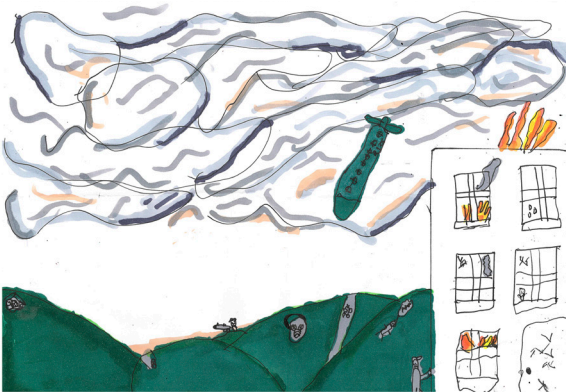
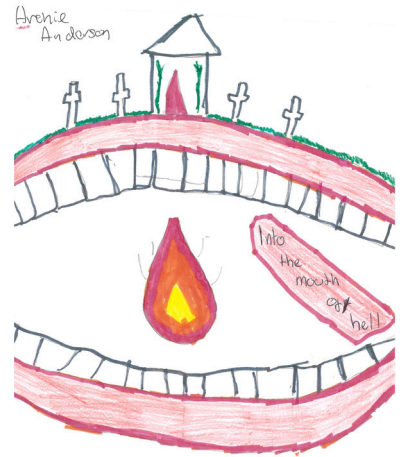
Mrs Coussell



ENGLISH

SOME OF OUR WONDERFUL YEAR 8 RESPONSES TO WAR POETRY.

See the images in full here: tiverton.devon.sch.uk/news/remembrance-day-war-poetry/



Crimean war:

the crimean war (1853-1856), also called the Eastern war was a war fought between russia on one side, and france, the united kingdom, the kingdom of sardinia and the ottoman Empire on the other side.
 • It was caused because there was religious tension between catholics and orthodox believers.
 • Russia lost the crimean war.

Napoleonic war:

- Napoleon Bonaparte is one of the most well-known figures in European history.
 - Napoleon was a french general who rose to power during the war of the first coalition.
 - He won many famous battles against European forces.
 - He conquered much of Europe before he was defeated by the British and prussian forces at Waterloo.
- | | |
|--------------------------------|--|
| • first coalition = 1792-1797 | the battle of Waterloo = June 18 th 1815. |
| • second coalition = 1799-1802 | |
| • third coalition = 1805 | |
| • fourth coalition = 1806-1807 | |
| • fifth coalition = 1809 | |
| • sixth coalition = 1812-1814 | |
| • seventh coalition = 1815 | |

Crimean war:



WE ARE ALL READERS

DEAR

Drop Everything and Read is now in full swing across the school, and it has been fantastic to see students and staff enjoying their reading books in every subject, from Maths to PE, to Music to Construction. DEAR takes place once a week, rotating through the timetable so a different lesson each week, for the first 20 minutes of a lesson (although many students and staff have been asking to read for longer!). What a lovely way to start a lesson!

Mrs Osborne

TUTORIAL READING PROGRAMME

Tutor groups in every year have been enjoying their new tutor group readers. This range of exciting fiction and non-fiction has been carefully selected to expose students to different genres, increasing their understanding of a range of wider world issues, times and places (as well as being engaging and enjoyable reads!).

LIBRARIAN READING PROJECT

As we continue our drive to make reading a core focus for the whole school we conducted a project to find out what the staff at THS were reading. Here are a few of our findings.

MR DOELLER

Mr Doeller is currently reading a book called 'Born to run' by Christopher McDougall. He is really enjoying it and would recommend it to others as it contains some interesting and surprising facts. The book is about how humans should run barefoot, as it would prevent injury and our foot already has natural cushioning.

MRS CASTLEY

Head of year 10, Mrs Castley, is reading a book called 'You are not the bigger picture' by Alex Light. It focuses on the subject of dieting and how social media is negatively affecting people today. She said that every person should read this book and recommended it 100%.



MISS JOHN

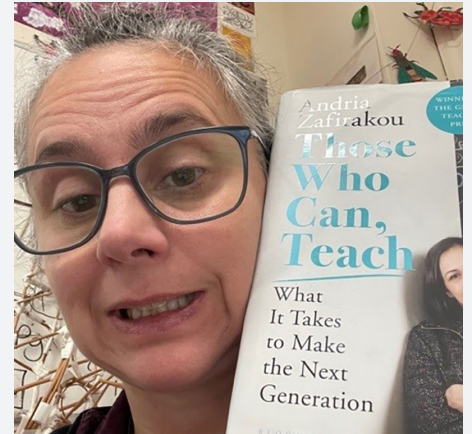
Miss John is reading a book called 'All the light you cannot see' by Anthony Doerr. It is a story set in World War 2 France and Germany, and tells the tale of a blind French girl and a teenage German boy who has just joined the army. Eventually their paths cross and their friendship grows. Miss John said that she was enjoying it but it was not as gripping as other books she had read. However, she said it had a good storyline, original characters and was a great historical fiction novel.

MRS WALSH

Cover and art teacher Mrs Walsh has been reading the classic book 'Animal farm' by George Orwell. It is about animals rebelling against humans, and trying to create a society where all animals are equal. Mrs Walsh described it as quite political, but worth reading. She told us she was only a short way in, however she would recommend it to others.

MRS BASSHAM

Art subject leader Mrs Bassham is currently reading a book called 'Those who can teach' by Andria Zafirakou. It is a positive story about an art teacher that helped students from a bad background, and encourages people to do the same. Mrs Bassham said that she would recommend it to her fellow colleagues as it is very informative and helpful.



MRS ODGERS

Mrs Odgers is reading 'The book of hopes' by Katherine Rundell. The book is a collection of short stories about being hopeful and positive in the world. Mrs Odgers said she was enjoying it and would recommend it, as it was uplifting and a feel good book.

MISS LARGE

Finally, Miss Large is reading 'The magician's nephew' by popular author C.S. Lewis. The book tells the story of how the magical world of Narnia was built, before the Pevensie children arrived. Miss Large said she was enjoying it and re-reading the book for the 5th time! Miss Large told us that she would recommend it, because it is the first book in the series and has been forgotten about as there was no film made of it.

2022/23 Student Librarian Team

MORE ABLE AND TALENTED

THE SCHOLARS PROGRAMME 2022

During the summer term, ten of our year 7 and 8 students took part in The Scholars Programme. This national programme is run by The Brilliant Club and is an amazing opportunity for students to learn about university life and study. Once a week, students have been taught by a PHD graduate from Exeter University, learning about a topic that is at least a key stage above their chronological age. They are taught in a university tutorial style environment and manner, with lots of opportunities for discussion and developing their independence.

This year's topic was Social Science: Peace and Gender. After six weeks of tutorials, our Scholars had to write their own dissertations with the title: What is Peace? Their dissertations were then graded using the university method of 1st, 2:1, 2:2, and 3rd. The whole experience culminated with a trip to Exeter University, where the students enjoyed a tour of the campus and a very well-deserved graduation ceremony.

We are incredibly proud that all of our Scholars passed with flying colours, and a record 50% of them achieved a 1st! Massive congratulations to

Miles, Herbie, Soraya, Hannah, Liam, Danny, James, Cleo, Luka, and Connie. We know that you will continue to be fabulous!



EXTRACTS FROM THE DISSERTATIONS:

Peace has always been a controversial topic; at times it has seemed near, yet humanity has never truly reached it. Despite this, peace has always been a goal for our modern world. But what is peace? How is peace achieved? And do our countermeasures against violence work to their full intended effect? All these questions could be fiercely debated, considering the definition of peace is “freedom from disturbance; tranquillity”¹ or “a state or period in which there is no war, or a war has ended.”

¹*These definitions are vague definitions of peace, and, for such an important word, cannot define what true peace looks like or how it is achieved. The UN, NATO, and all other governing bodies play a part in world peace. World peace is individual and global, simple, and complicated.*

Miles, Year 7

Women have been excluded from peace talks and political decisions in many cases like when it was found that a secretary general (in the United Nations) had rarely appointed women to leadership roles in peace-building. This may be due to many reasons but some of them are: that a women's motherly roles may cause them to not be taken seriously in the political field, the fear of men losing a leadership role, and women being stereotyped as sensitive and emotional. Over the years we have seen an improvement of women being included but since 2019 only 74.71% of women, receive the same legal right in a workplace as men. So we still have improvements to be made for peace in gender.

Luka, Year 8

SUPPORTING THE WELLBEING AND MENTAL HEALTH OF OUR STAFF

We continue to have a whole school approach to positive mental health and wellbeing, as we know that when we all have a good level of wellbeing, we feel that life is in balance, we feel motivated, resilient and able to deal effectively with daily troubles as well as 'bounce back' from life challenges. Staff juggle a multitude of different tasks and demands and it is important that they get the right emotional and practical support.

As a school we don't want staff wellbeing to be tokenistic. It is always at the forefront of our agenda, and we continue to strive for a 'mentally healthy' school.

This term there has been a programme called 'Wellbeing Wednesday' that has included a variety of different activities that staff could sign up for or just take advantage of. These included a run or walk at Knightshayes, Christmas wreath making, a festive breakfast and days when treats were available in the staffroom to enjoy while also having a chat with other members of staff.

As well as 'Wellbeing Wednesday' we also have a secret buddy scheme whereby staff are partnered up with a secret buddy and they make little gestures such as a birthday gift or mid term present! Staff took part

in #HellowYellow on National Mental Health Awareness Day. We have also signed up for being a Well School, part of the Youth Sports Trust and also the Education Staff Wellbeing Charter.

The wellbeing and mental health of our whole school community remains a priority for us here at Tiverton High School.

Mrs Lane

TIVERTON HIGH SCHOOL

Your wellbeing matters. We have signed up to the Education Staff Wellbeing Charter to:

- Prioritise staff mental health
- Give staff the support they need to take responsibility for their own and others' wellbeing
- Give managers access to the tools and resources they need to support the wellbeing of those they line manage
- Establish a clear communications policy
- Give staff a voice in decision-making
- Drive down unnecessary workload
- Champion and enable flexible working
- Create a good behaviour culture
- Support staff to progress in their careers
- Include a sub-strategy for protecting leader wellbeing and mental health
- Hold ourselves accountable, including by measuring staff wellbeing

Education Staff Wellbeing Charter
For more information: www.gov.uk/df

Department for Education

tiverton.devon.sch.uk

WELLBEING

TIVERTON HIGH SCHOOL SCOOPS PIONEERING MENTAL HEALTH AWARD

Tiverton High School has achieved the School Mental Health Award which is delivered by the Carnegie Centre of Excellence for Mental Health in Schools. THS was awarded a Bronze standard for its outstanding mental health and wellbeing provision.

THS provides a wide range of activities to boost the wellbeing of pupils and staff, including mental health ambassadors, staff wellbeing activities, access to external provision and awareness days.

The school has also set up a parent forum for mental health raising awareness of available support from the school and external agencies.

Sammy Crook head teacher said: *"Achieving the award is not just recognition of our whole-school approach to mental health, it's a recognition of our commitment to improving the life chances of children and engaging with the wider community including staff and parents. This award is recognition of the importance that the School puts on mental wellbeing within the THS community."*

A focal point of the school's mental health and wellbeing provision is to ensure universal strategies for all staff and students to display positive mental health.

Nicola Lane, Assistant Head for student wellbeing, said: *"The Award framework has allowed us to celebrate the work we do and as we completed an audit of the provision across the school, remind ourselves of how extensive our work on wellbeing is and how embedded it is into the life of the School. The award recognises and validates the hard work and effort of the staff team and the school community at THS."*

The award was established in 2017 by the Carnegie Centre of Excellence for Mental Health in Schools – part of Leeds Beckett University – and social enterprise Minds Ahead.



The Carnegie Centre of Excellence for Mental Health in Schools aims to strengthen pupils' mental health by supporting schools to make a positive change at all levels of the UK's education system, improving students' outcomes and life chances.

Rachel C. Boyle, Dean of Leeds Beckett's Carnegie School of Education, said: *"The achievement of the Mental Health award is a demonstration of the school's significant commitment to improving children's and staff's mental health and wellbeing. It is also a commitment to developing practices in school that seek to improve awareness and expertise in creating safe and secure learning environments in which all children can truly fulfil their potential. This*

award is one that all staff can be truly proud of."

Nationally, more than 1000 schools have signed up to take part in the mental health award.

Dean Johnstone, founder and CEO of Minds Ahead said: *"This award shines a light on the excellent work schools are doing to promote mental health for their community of children and adults.*

"It is thrilling and humbling to learn about Tiverton High School and the many other schools engaged in the quality award process. I'd like to offer my congratulations on this deserved recognition."

NEW SOCIAL WORKER

Welcome to our new school Social Worker, Emma Rose. She says:

"I am very excited about my new role as Tiverton High School's experienced Social Worker based in the school. The 'Social Workers in School' project is currently under evaluation by Cardiff University to measure whether there are good outcomes to having Social Workers based in some of the schools across Devon.

There are 7 social worker in schools across the county currently and the feedback has already been positive. My role specifically is holding a statutory caseload of children who are attending Tiverton High School, as well as any siblings that may be attending feeder schools but also supporting staff to understand when a safeguarding referral may be needed to the Multi Agency Safeguarding Hub (MASH)

and offering consultation around any safeguarding concerns that may need a statutory response.

I also have experience of working within early help as a Family Practitioner so feel that I am able to offer guidance on early help plans and what is available within the local community that may better support families before children's social care involvement is needed. I am also currently looking at how to contribute to some of the work within school and identifying where I can offer 1 to 1 sessions for young people around areas such as internet safety and mental health resilience building that I may also be able to offer as group sessions, although this is to be balanced with my child protection, child in need and child in care caseload as a priority.

My background is in education, project work in supporting domestic violence and young parents and mental health, as well as being a social worker in the Mid Devon locality team. I have felt very welcomed to the school and am based over in the community building with the school counsellor and early help coordinator Kate Southcott."



LGBTQ

We are delighted to announce that we have passed the third module for the Rainbow Flag award on Pastoral Support at THS and have three further sections to complete prior to January 2023 to become a Rainbow Flag accredited school.

As a school we continue to work closely with Intercom support and have Izzy and Daz supporting students 1:1 and through the lunchtime clubs. Our lunchtime club is currently being revamped for a relaunch in January 2023. All students are welcome to attend the Rainbow Alliance club and more details will be shared with students soon on how they can become involved. All staff received some twilight training in October from the

Intercom Trust on LGBTQ which included information on the history of LGBTQ, how to support the embedment of an inclusive school environment and what we can do to help individual students. Thank you to the Intercom Trust on this thought-provoking training.

Are you a parent/carer of an LGBTQ student? If so please could you let us know your thoughts on the current support on offer at THS and your child's experience. We would welcome any feedback to look at further support we can offer as a school, so please send this to cmorrell@tiverton.devon.sch.uk

Mrs Morrell



SAFEGUARDING

Tips for Supporting Children in DEALING WITH GRIEF

It is important that trusted adults feel able to help children and young people cope with grief and bereavement. This infographic provides tips for supporting children and young people who are grieving the loss of someone who has died. It is important that trusted adults feel able to help children and young people cope with grief and bereavement. This infographic provides tips for supporting children and young people who are grieving the loss of someone who has died.

- 1. UNDERSTAND WHAT GRIEF IS**
- 2. MEET THE CHILD WHERE THEY ARE**
- 3. EXPLAIN CLEARLY WHAT DEATH IS**
- 4. BE PREPARED FOR QUESTIONS**
- 5. FIND WAYS TO REMEMBER THEM**
- 6. ENCOURAGE COPING STRATEGIES**
- 7. REACH OUT FOR SUPPORT**

Meet Our Expert
The National College

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What Parents & Carers Need to Know about HOW TO COMBAT ONLINE BULLYING

Defined as 'ongoing harmful behaviour towards someone online', cyberbullying is a form of bullying that takes place through digital devices. It has numerous forms - such as hostile comments on a person's posts or profile, deliberately leaving someone out of group chats, sharing embarrassing images or videos of someone, or spreading gossip about them. Cyberbullying can severely impact a young person's mental health. To be supported in combating cyberbullying, it is important to be clear on how to respond to it.

- 1. GET CONNECTED**
- 2. KEEP TALKING**
- 3. STAY VIGILANT**
- 4. MAKE YOURSELF AVAILABLE**
- 5. BE PREPARED TO LISTEN**
- 6. EMPOWER YOUR CHILD**
- 7. REPORT BULLIES ONLINE**
- 8. ENCOURAGE BOLDNESS**
- 9. SEEK EXPERT ADVICE**
- 10. INVOLVE THE AUTHORITIES**

Meet Our Expert
National Online Safety

‘DON’T SUFFER ANTI-SOCIAL BEHAVIOUR IN SILENCE’

Devon and Cornwall Police are committed to keeping our communities safe and your local policing team continue to work closely with schools and other agencies delivering this.

At a time when unacceptable anti-social behaviour (ASB) is increasingly prevalent, it is essential to acknowledge the importance reporting incidents appropriately. The police can only deal with issues they are aware of, unless this information has been self-generated by them, as it relies heavily on you the community to act as the eyes and ears of the police.

There are a variety of ways that matters can be reported and range from 999 in an emergency through to use of the non-emergency 101 service. The 101 service does not have to be via telephone, it can also be through email or webchat. Please do not rely on the school for this, whilst important they are aware, the police must be informed directly when you have something to report. Police also do not monitor or take reports of crime through any social media platforms.

It cannot be stressed enough how important this is. If issues and incidents are not reported to the police appropriately, it is difficult to understand the local community impact and its needs or ensure police resourcing allocations are directed most effectively.

Recent YouGov research found that more than half of people (56%) believe ‘more needs to be done’ to tackle ASB in their community. However, after they witnessed or experienced ASB, a similar proportion of the public (57%) said they did not report it to anyone.

The police along with partner agencies including the school will deal robustly with matters reported. These processes can appear to take time and often that is the case when collating evidence in support of those reported incidents, however this is always progressed as quickly as possible. Alongside any criminal prosecutions, the ASB escalation process delivered in partnership by police with the local authority Mid Devon District Council, also seeks to address this behaviour. This method has the

structure to see individuals guilty of ASB being not only criminalised through the criminal justice system, but also potentially having civil injunctions against them secured through the civil court process.

It is very much acknowledged that there are wider societal challenges such as the Covid 19 pandemic and the cost of living crisis, which cannot be underestimated. This has heavily impacted our communities and our children, yet this does not excuse unacceptable behaviour and conduct. Anti-social behaviour is an issue for all within the community, whether you are a member of the public, a parent, a pupil, local business or resident. As such we all have a responsibility to ensure it is not tolerated and this can only be addressed by appropriate reporting.

The police need your support by reporting matters so that in turn they can support you the community, as well as our schools, businesses and any other person or organisation affected by anti-social behaviour.

ANTI-BULLYING AMBASSADORS

We recently attended anti-bullying training where we learnt skills to help prevent and tackle bullying. We now have a group of students in year 9 and 10 who will become our very own Anti-Bullying Ambassadors. These students will be putting their new skills into practice in school. They were an absolute credit to the school and I am excited by the work they will be doing within the school over the coming year.

"The day was really good. We met new people and I felt comfortable working with them and the students from THS." Jacob T

"It was eye opening to learn about different ways to help out. I felt so honoured to be a part of it and to see how enthusiastic everyone in the room was about making a difference to those who often feel ignored." Abbie L

"It was an experience that I wish a lot more people could have had because bullying really isn't going to go away easily. However, I have every confidence that we can make a difference." Cleo G

Mrs Lane



EXTRA-CURRICULAR/ENRICHMENT

DUKE OF EDINBURGH BRONZE AWARDS HEAD'S BREAKFAST

On 26th September Tiverton High School held its first ever Duke of Edinburgh (DofE) Bronze Award Head's Breakfast with over 20 students in attendance.

Mrs Crook, the Headteacher, and Mr Wright-Stainton made speeches congratulating the students – and Mrs Crook presented the awards.

This year they had the highest ever completion rate with 67% of students achieving their Bronze DofE Award.

Mr Wright-Stainton, DofE Manager at THS, said: "It was a fantastic group of students to work with who all

performed exceptionally well under very testing conditions. I look forward to seeing them achieve the Silver Award next year."

Students had to undertake a challenging set of tasks. Some involved enduring hot temperatures and tricky navigational conditions.

Mrs Crook said: "I'm really pleased to see so many students take the opportunity to succeed in completing the award. They have worked extremely hard and should be very proud of themselves. It is a great achievement."

Recruitment of the next year 9 group has now been completed, with 61 students signing up for the Bronze Award this year, along with 21 students who have signed up to complete the Silver Award.

Congratulations to Jessica M and Ellie-May CI, who were selected to become THS first junior leaders in the DofE new Junior Leadership programme. Both girls will support staff in delivering DofE this year as part of the programme.

Mr Wright-Stainton



EXTRA-CURRICULAR/ENRICHMENT

KENYA STUDENT TEAM 2024

Congratulations! These students are excited to have been successful in their interviews for the Kenya 2024 trip.

The fun now begins as they all embark on 18 months of fundraising to secure their place on the trip. The

fundraising effort is at the heart of the THS vision for the trip: that the students work hard to achieve a significant goal, with commitment and personal sacrifice at its core, all of which goes some way towards the students having a little more empathy and appreciation for

the communities and families in Kenya they will be working with.

Thank you, in advance, for the support you give to our young people as they try to achieve their personal fundraising target.



LIBRARY NEWS

Well, we have had a very busy Autumn term in the library with lots of new books arriving, new year 7 students arriving and new after school activities!

The introduction of Lego club on a Tuesday and crafts on a Thursday has brought new students into the library and it is lovely to see what they create using their imaginations. In Lego club we have seen interpretations of a fish tank, dinosaurs and outer space. It is great to see students from different year groups working together in an inspiring way.

Craft on a Thursday has been very popular, so much so that I drafted extra staff in to help. We have made ghost squishies (that double up as great pin cushions!), pom pom key rings, felt poppies, paper pumpkins and a host of Christmas related things. All the library activities are drop-in style

so students can just turn up and take part or they can complete homework, play board games or just sit and chat in the warm.

STUDENT LIBRARIAN PROGRAMME

5 new student librarians have been appointed following a very rigorous application process of an application form, interview and 4 week trial period. These 5 students now join our two Senior Librarians to make a team of dedicated and motivated individuals. Duties include creating displays, helping at after school clubs, promoting the library to other students and generally keeping our very busy library in order!

My congratulations go to the following students: Francesca, Darcey, Finley, Cleo and Elliot.

Miss Pike



ICELAND 2022

The evening before Activities Week, 45 students and staff excitedly boarded a coach bound for Luton Airport and the most northerly country in Europe. After little to no sleep, we trekked to the top of a recently active volcano on the Reykjanes peninsular. As we ascended through the gloom a cooling lava field appeared. Students rose to the challenge of reaching the summit and were rewarded with a close up encounter with the lava and some geeky geology from Mr Dwyer. We were all a little awestruck to read the news that just two weeks after our visit the same volcano began erupting fresh lava again. That evening we arrived tired and hungry to our hotel in the town of Hveregardi, a town renowned for hot springs and earthquake activity. We soothed our tired limbs in the hotel's very own thermal spring tubs and were treated to a delicious feast.

Our second day saw an early start to catch a boat into Reykjavik Bay for a whale watching extravaganza. We were lucky enough to witness multiple whales breaching and diving, a once in a lifetime opportunity. As if that wasn't enough excitement we then spent the afternoon touring Iceland's

famous Golden Circle. First we visited Thingvellir and stood in the gap between the North American and Eurasian plates. Next we were whisked off to the magnificent Gullfoss waterfalls before visiting the explosive Strokkur at Geysir where Mrs Gardner spent an excessive amount of time trying to get a selfie of herself with the geysir in the background.

On day three we piled back onto the bus with Goumi the bus driver hailing everybody like old friends, and embarked on the Golden Circle. We visited the site of a Geothermal Powerplant and some bubbling mud baths with a rather acrid stench of sulfur before heading along the south coast. The views were spectacular of volcanoes rising from the landscape, the most active being Katla and Hekla but we could also see the Eyjafjallajökull growing ever larger as we got closer. Our next stop was a beautiful waterfall, Seljalandsfoss, where the students could walk behind the fall. We might have got a little damp! We enjoyed our lunch sitting on the black sand beach at Vik and reduced the beach volume by taking some home in our shoes. It wasn't great for building sandcastles sadly.

A quick trip to a retail outlet for some souvenirs (toy puffins and licorice chocolate all round) before heading back along the coast to another beach, this time to see the beautiful sided columns formed from cooling basalt lava. A short drive and a short walk to visit the glacier at Solheimajokull. Partly covered in ash from eruptions, it was still spectacular to see this sadly receding glacier. The final stop on this whirlwind trip was to the Skogafoss waterfall, popular with fans of the TV show Vikings; a stunning waterfall falling off the sheer volcanic cliff face to flow out to the sea.

Next morning we dragged ourselves out of bed to make the short journey back to Keflavik airport and home having avoided the highest temperatures ever recorded in the UK. All the students and teachers had time to reflect on what an amazing trip it had been and all the mind blowing things they had seen. Whilst the trip for 2023 is now full, if you are in year 7 and 8 and keen to go, look out for details at the start of the next academic year.

Mr Hallett
Iceland Trip Leader



EXTRA-CURRICULAR/ENRICHMENT

AMBASSADOR UPDATE



HELLO YELLOW DAY:

On the 10th of October, as ambassadors we arranged a bake sale to support the charity Young Minds as well as encouraging both the student and staff bodies to wear yellow to spread awareness. We wanted to emphasise the importance of looking after those around us. It's very important to us as ambassadors that everyone feels safe and happy within the school. We raised a grand total of £170 from our bake sale and we will be donating it all to Young Minds.



THE AMBASSADOR CUP:

The other Sports Captains and I helped out with the ambassador cup during half term. This was a great opportunity to get younger years more involved in the sports that happen at school. The sport we decided upon was 'capture the flag' as it includes teamwork and is something that everyone seemed to enjoy and the competitive spirit was prominent. At some point in the future, hopefully, we can do it again. Ruby Clarke, Sports Ambassador



OUR READING LEGACY:

The Ambassador team has decided to make reading the focal point for our legacy. In the next half term we hope to introduce a swap bookcase – somewhere at the heart of the school where students can exchange a book from home in return for a different book off of the shelf. We also hope to get local businesses to either donate books or funding to help this idea for our legacy become reality.

Poppy S, Cicely C, Sophie B and Ruby L

REWARDS

We believe it is extremely important to acknowledge the students who are working hard, achieving good results and making a positive contribution to the life of the school. Our student pledge and school values are the foundations to our positive points. We have engaged with students regarding how they would like to be rewarded and since September have been front loading positive points on a Monday morning for all students. We have introduced bronze, silver and gold milestones and have at half term rewarded the first students who have hit the bronze milestone.

THE
STUDENT
PLEDGE

- Arrive on time
- Have correct equipment
- Work hard
- Be kind

Tiverton High School

POSITIVE REWARDS

It's cool to succeed at THS

GOLD
510

SILVER
350

BRONZE
120

Badges and Certificate will be rewarded at each Milestone.

Tiverton High School

SURF CLUB

We are very lucky at THS to be able to take advantage of the stunning North Devon coast by going surfing in the early autumn term and summer term. Dependant on the surf, surf club runs every Wednesday or Thursday after school returning at around 8pm.

We all meet at the minibus after school and travel up to Putsborough beach, which is around an hour's drive from school – but don't worry, we play songs to keep you entertained! Wetsuits and surfboards are provided in the cost of the activity. If you haven't surfed before, there are instructors and lifeguards there to help. Afterwards, we make a pit stop at the Pilton Frier to get chips for dinner and you can even try a battered mars bar, if you dare!

Surf Club is great fun and will start again once the nights get lighter. Mrs Jones or Mrs Pritchard can give you more details.

Surf Club regulars



ECO-GARDEN CLUB

The THS Eco-Gardeners have been remarkably busy harvesting apples and keeping the weeds at bay! All of our gardeners have keenly pruned, cut back and dug up a huge number of overgrown brambles, buddleia and bindweed. Despite the darker afternoons, wetter and chillier weather, the gardeners arrive every week happy to get their hands dirty (as well as their clothes!) to get the job done.

Most recently we have been planting bulbs ready for a beautiful springtime show of colour re-using old tyres as planters to keep in with our eco theme. Last week we had a competition to design the new logo for the Eco-Garden Club and we declared Oscar I-D 8TRF the winner.

At Eco-Garden Club we are always looking for any donations of either seeds, bulbs, compost, tools, or larger pots. If anyone would be happy to donate these



to the club, we would be very grateful for your generosity. Mrs Broadley and the Eco-

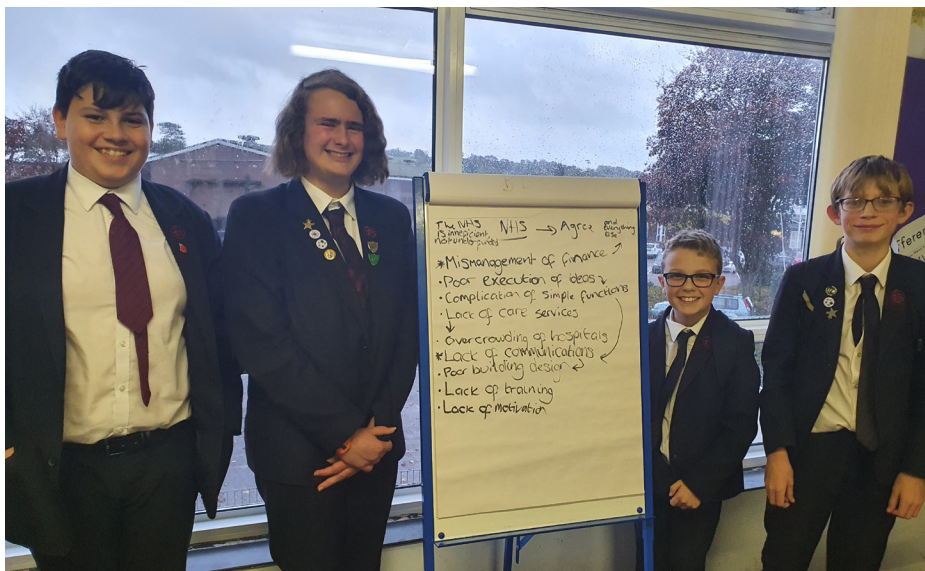
Garden Club gardeners

EXTRA-CURRICULAR/ENRICHMENT

UPDATE ON UKRAINIAN TEDDIES

Thank you so much to all those who picked up their knitting needles and helped knit teddies for children caught up in the Ukrainian Conflict. Knitters, young and old, were inspired from as far away as Yorkshire as well as those in and around Tiverton and Devon and we reached an amazing total of 300 bears! Some were delivered to the Romanian border with Ukraine and the rest were delivered to the Moldovan border. The children were delighted to have our teddies to hug, as you can see for yourself!

Mrs Reiness



DEBATING CLUB

The Debating Club has re-joined for the new school year and this time KS3 are on hand to support the forthcoming competitions.

Mrs Cottrell says: "It has been wonderful to see our Year 11 students coaching the younger years. Every student has a personality and viewpoint that enhances the team."

With national competitions ahead and games to play, come and join us after school on a Wednesday.

Mrs Cottrell

INTERACT

In Interact, we had been getting shoeboxes ready and set ready to go to Ukraine – and managed to achieve 71 shoeboxes. This includes all sorts of essentials that all ages will receive. Not only essentials but lovely Christmas cheer as well.

We had lots of helpers from year 9 spreading information and encouraging people to take part: Elsie M, Olive E.K, Abbie L and Francesca K. We've worked very hard packing and wrapping and both Ellie C and Rosie M are very proud of what they and Interact (as a whole) have accomplished so far. We look forward to what we will do next!

The Interact Team



GEORGE PARKER

BIO

George Parker has been the Political Editor of the Financial Times since 2007. Before that he was the FT's bureau chief in Brussels and its UK News Editor. Prior to joining the FT, George worked for the Western Morning News, initially in Barnstaple and later at Westminster. He attended Tiverton High School and later read Geography at Queen Mary University of London. George is a regular broadcaster and is a presenter of Radio 4's Week in Westminster. He lives in London with his wife Gabrielle and three children and supports Crystal Palace FC and Somerset County Cricket Club.

TIVERTON SCHOOL

George was at Tiverton High School in the early 1980s, including doing his A Levels in the 6th form. He juggled his schoolwork with living on a smallholding near Washfield, where he was responsible for milking goats and cows before school.

Among his happiest memories



was taking part in the Ten Tors expedition, which was a great opportunity to learn team skills in difficult conditions. He also took part in an annual school carol writing contest, was a finalist in a competition for young film makers at the National Film Theatre, drove a car in a fuel economy challenge at Silverstone and took part in a school music tour of Germany.

His funniest moment was when his mum, Maggie Parker, came in to a history lesson as a supply teacher and had to collect the homework: George was the only

student who had not done it.

Tiverton High School had a number of very dedicated teachers who helped to encourage George with his work and to aim high. They also, sensibly, advised him to go to university, rather than go straight into his dream career in journalism. He studied English, Geography and Economics for A Level and got top grades in all three subjects.

BEST ADVICE GIVEN

Always aim high, pursue your dreams, there is nothing you can't do.

JENNA COPSEY

BIO

Jenna is currently studying Sport and Exercise Science at Manchester Metropolitan University having left Tiverton High School in 2019 and continuing her studies at Maynard School in Exeter.

TIVERTON HIGH SCHOOL

Jenna enjoyed school particularly the social side of school life. In her words she 'probably enjoyed that a little too much!'. She was one of a few students who had the opportunity to go to Kenya in 2017. Witnessing what a privilege it was for children in Kenya to receive a good education made Jenna appreciate education and her own lessons a bit more. Working hard after her visit to Kenya she left school with GCSE grades she was very proud of and a great set of friends.

She feels very grateful of the experiences and advice she received while at Tiverton High School, helping her get on the right track for Higher Education. She is really enjoying her degree course and feels excited to see where it will take her in the future.

The Kenya trip is very close to her heart and she recalls it as the best experience. It was like nothing she had ever done before and is one of the most wholesome things she has done. She says that she'll never forget it and is so happy that her sister now follows in her footsteps and will also be going to Kenya.

With Kenya in mind Jenna ran a half marathon in October raising money for the Kenyan school she visited in 2017. The impact experiences like Kenya have can never be underestimated.

BEST ADVICE GIVEN

To appreciate everything and live in the moment.





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