

# Positiv



**CELEBRATING  
THE MEANING  
OF CHRISTMAS**

See page 23



2023 | WINTER ISSUE



# LETTER FROM THE HEADTEACHER

Dear Parents/carers,

It has been a busy term for us all at THS where we have welcomed our new year 7s into our school community. As you will see from the enclosed articles both staff and students have been involved in a wide variety of teaching and learning experiences.

Our staff have fully embraced our new approach to continual professional development with the adoption of a new platform called 'Steplab' and 'shout outs' promoting healthy competition amongst my colleagues.

Despite fighting the wet weather almost, the entire term our students have embraced various

curriculum opportunities both within the school day with the development of our own alternative provision, to taking part in cross country events at Blundells. A team building trip to Haven Banks for our Ambassador team to our sports leaders guiding hundreds of primary school children through their sporting events on sit. Our curriculum has also extended to local employers with a STEM trip to Hepco. And then of course we add in the our Young Carers being invited to take part in the Royal visit to the town and our Christmas celebration event taking place in the last week of term.

Next term we welcome a

revamp to the food on offer in our refectories supported by Educatering.

I would like to take this opportunity to thank all families for their support this term and wish you all a very Merry Christmas and a Happy New Year and we welcome all students back to the start of the spring term on Tuesday 2nd January 2024.

Kind regards

**Sammy Crook**

## WHOLE SCHOOL INITIATIVE

### JOHN GAYLE

John has been working as a mentor for over 15 years and is passionate about supporting young people who need some additional guidance and direction through life. John has developed his mentoring programme from a recognition that no one was there for him when he was growing up to show him that he had choices. For John it seemed natural for him to support young people facing some of the experiences that he had been through.

John has been working at THS with our young people for over a year, attending the school and supporting students each Thursday. His flexibility and passion in getting under the surface of our young people is admirable and his work has shown great success for individuals attending our school.

Not only has John worked on a one

to one basis he works with small groups, has delivered assemblies on gangs and knife crime and led sessions on British values and racism through our personal development curriculum.

John is a popular member of THS staff, with students respecting and responding well to him. His work has encouraged the students he works with to reflect on themselves and make positive steps towards changing attitudes and behaviours as well as attending school more frequently. We are delighted to have John working with us and we welcome his ongoing work as we look to further embed his role working with more young people and their families within our community.

**Mrs Crellen**



## NEW ALTERNATIVE PROVISION

November has provided THS with an exciting new development of our on-site Alternative Provision (AP). Over the last 18 months we have recognised a real need to develop our own AP to support young people at the high school, who, for a range of reasons, are struggling to access their full curriculum and need some additional support to enable them to succeed.

The provision aims to provide a short term alternative curriculum with some longer term bespoke packages, that offer students a tailored education, meeting individual needs and nurturing the skills required in children to build resilience, self esteem and confidence. This is an exciting opportunity for us to keep our young people connected within their school community when at times school feels like a real challenge.

With weeks of planning and visioning behind us we finally saw the first plans of our AP come to fruition with spades in the ground as we began the 'Big Build' of our new outdoor learning space. 10 key stage 3 students were carefully selected to

take part in the development of the outdoor space. Working alongside our dedicated friends and colleagues at 'On the Hill' our students had a planning and visioning day to set out the layout of the site. It was wonderful to be a part of this day seeing our students connect and build relationships as they talked about what vegetables they wanted grow, where the outdoor kitchen would be positioned and where there communal seating area should be. Then a lightbulb moment. 'How do we keep dry in the wet months'? It is all outside! Suddenly an outdoor workshop became an essential part of the build as all students agreed the rain would not stop play.

Next job, tools. Every good workman has good tools and if our students were to build their own outdoor learning area then good tools they would need. So, the first skilled workshop was making mallets from tree branches. What a delight – 10 students all chopping and chiselling away to create 10 fine mallets. Day one complete. With a small break in between our 10 students returned a few weeks later to begin work on

making the workshop and building the chair for the communal area. I have to say how astonished I was, in such a short space of time, to see the determination and collaborative working of our students to take pride and care in the new site they were creating. Already they were showing signs of respect for the environment people and space they were in and were beginning to own and take responsibility for key areas of work such as fire building, cement mixing, digging, painting and cooking. I always knew our young people harboured these skills, we just needed to unlock the door to let them flourish.

With weeks of hard work ahead of them I am confident we have a team that are going to develop an AP provision that is theirs to be proud of, is accessible to all and is the future of a great working partnership within our school keeping students connected to their community and feeling loved, cared for and understood.

**Mrs Crellen**





## MENTAL HEALTH AWARENESS BAKE-OFF

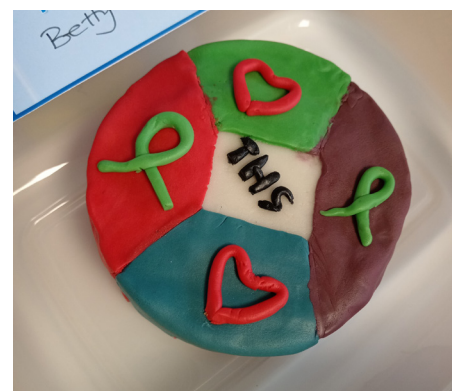
Once again our students did the school proud and baked a whole selection of cakes fit for High Tea at the Ritz, as part of the annual mental Health Awareness bake-off!

These fine examples were admired and then judged before being sliced up for what can only be described as the biggest cake sale this school has ever seen. All money received will go back into school to help improve and support the mental health of THS students.

The total money raised was £252.28. The winning cake went to Ava C-F and runners up were Olive E-K and Holly A.

Thanks go to the year 10 anti-bullying team for organising the event and to all students who baked these truly amazing, and tasty, delights.

Mrs Lane





## HEPCO SITE VISIT



In November Mrs Copsey and Miss Turner accompanied a group of ten year 10 STEM leaders to visit the HepcoMotion factory in Tiverton. HepcoMotion are leaders in linear motion, designing and making components for use all over the world. This visit provided the students with an insight into what goes on within one of the biggest engineering companies in the local area and the opportunities available to them after they leave school.

Two of the engineering apprentices, Jess and Taylor, confidently told the group all about their experiences within the company, explaining their roles and giving examples of some of the projects that they've worked on. Both of them began college courses in general engineering before choosing to pursue apprenticeships. This allowed them to engage in a more practical, hands on approach to engineering.

A tour of the site involved visiting the office-based teams of Research and Development, Technical Sales,

IT Support, and Human Resources. Within Research and Development, the group were shown some designs of components which they later spotted on the production line. After this part of the tour, the group got dressed up in high vis jackets and safety goggles before entering the factory floor.

Jess and Taylor showed the students some of the key bits of equipment used within the factory and pointed out which sections they have worked within. The group were also spoken to by a range of other members of staff working within the factory. This gave the students great insight into the range of careers available to them within engineering.

All of the students thoroughly enjoyed the trip, one saying that it was a brilliant experience and she would love to work there. Another of our students will be completing their work experience with Hepco in July 2024 and he said that he was really looking forward to this now he's had a look around at what is on offer. Both

students and staff that visited would like to say a massive thank you to all the Hepco team that made them feel so welcome, we look forward to working with you in the future.





## EXCITING TIMES IN THE THS REFECTORIES

THS has partnered up with Educatering to provide a new bespoke menu for our students and staff. Some have already been lucky enough to taste some of the options but now the tasting is open to all.

**From January:** Alongside the two refectories both food outlets in the quad and at the front of school will be open at both breaktimes with lots of new tasty and hot options.

The new menu is based on **local ingredients** from **local producers** and **freshly cooked** from scratch daily. **“Chip Friday”** remains but with new options (Salmon Fingers anyone?) so see out the week on a PosiTIV note!

Daily hot options will include: **Grab & Go** pots of pasta, curry and noodles. Alongside a **Wellbeing Salad Bar** and freshly prepared sandwiches, baguettes and wraps, we'll also be introducing **hot paninis**.

But what about the hot meal options, I hear you cry!

How about **Chicken or Vegetable Enchiladas, Crispy Pork Tacos, Three Bean Casserole, Brunch Grill (veggie option too)?** Do not worry, we will have **new cakes and sweet treats** too! Look out for the ABC cake.....

The new menu is now available to view with a handy **QR code** so anyone wanting allergen and ingredient information can be reassured. The QR code also gives an insight into other regularly available items not specified on the three week meal plan.

We are so excited to bring this new menu to everyone. Keep your eye on our website and social media for updates.

Mrs Batchelor

**TIVERTON HIGH SCHOOL**

**SPRING MENU • WEEK THREE**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Crispy Pork Tacos with Rice and Beans	Roast Chicken, Roast Potatoes, Vegetables and Gravy	Chilli Con Carne with Rice, Sweetcorn and Tortilla Chips, Guacamole and Sour Cream	Beef Burger, Chicken Bites, Salmon Fingers or Breaded Fish with Chips and Peas or Beans, Curry Sauce or Gravy	Roasted Vegetable and Chicken Omelette with Chips and Peas or Beans
Quorn Tacos in the Hole with Mashed Potato and Seasonal Vegetables	Roast Chicken, Roast Potatoes, Vegetables and Gravy	Vegetable Enchilada with Vegetable Rice and Guacamole		

**SPRING MENU • WEEK TWO**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Crispy Pork Tacos with Rice and Beans	Hunter's Chicken, Potato Wedges and Salad	Roast Chicken, Roast Potatoes, Vegetables and Gravy	Beef Lasagne, Pommes, Hashbrowns and Salad	Beef Burger, Chicken Bites, Salmon Fingers or Breaded Fish with Chips and Peas or Beans, Curry Sauce or Gravy
Quorn Tacos in the Hole with Mashed Potato and Seasonal Vegetables	Roast Chicken, Roast Potatoes, Vegetables and Gravy	Butterbean Squash and Sweet Potato Bake with Roast Potatoes, Seasonal Veg and Gravy	Pulled BBQ Jackfruit Bao, Pommes, Hashbrowns and Hashbrown	Halloumi Burger, Chips and Peas

**SPRING MENU • WEEK ONE**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Chicken Enchilada with Vegetable Rice and Guacamole	Chipolatas, Mash, Seasonal Vegetables and Onion Gravy	Roast Turkey, Potatoes, Seasonal Veg and Gravy	Darlington Beef Meatballs in Tomato Sauce, Pommes, Pasta, Homemade Bread and Green Salad	Beef Burger, Chicken Bites, Salmon Fingers or Breaded Fish with Chips and Peas or Beans, Curry Sauce or Gravy
Five Bean Chili with Rice, Guacamole and Sour Cream	Broccoli and Cauliflower Bake, Roast Potatoes, Vegetables and Gravy	Leek and Mushroom Gratin with Creamy Mash, Seasonal Veg and Onion Gravy	Pepper with Halloumi and Sweet Potato Stuffings, Mixed Leaf Salad and Focaccia Bread	Cajun Butternut Squash and Bean Burger, Chips and Peas

**Special Offers:**

- Hot Paninis Made daily**
- Look out for our CHEF'S SPECIALS**
- Pasta Bar Available daily**
- Furry Bar Available daily**
- Cold Deli and Home Bakes Available daily**
- Freshly Prepared Sandwiches, Baguettes and Wraps Available daily**
- Point your finger! Our Well-being Salad Bar**

**Educatering**

Scan the QR code to view the allergens. Please be aware that allergens are updated regularly, therefore please check allergens before consumption of meals.

We are pleased to offer a variety of allergen free options on our food menu. Although all food is prepared in a kitchen that handles many allergens and therefore we cannot guarantee that cross contamination will never occur, we do take every possible precaution to prevent this from happening.



## TEACHING AND LEARNING

Teaching The Tiverton Way (TTTW) means we are focused on consistent approaches for our pedagogical practice across school, so students are clear about what they are learning and so they can make more rapid progress.

Our nine consistent approaches are around:

- |                              |                                |                                     |
|------------------------------|--------------------------------|-------------------------------------|
| 1. Learning objectives       | 5. Teaching tier 2 and 3 vocab | 8. Assessment, feedback and marking |
| 2. Do Now tasks              | 6. Monitoring of learning      | 9. RAP                              |
| 3. Targeted questioning      | 7. Silent independent work     |                                     |
| 4. Modelling and scaffolding |                                |                                     |

Following on from July training led by Amy Broadley, Lucy Lee, Jenny Bassham, Dave Saunders and Georgina Doeller which linked to five of these consistent approaches, we have devoted more time in the autumn term to refining our approaches.

## DROP-INS AND SHOUT-OUTS

At the start of autumn term, we launched 'drop-ins and shout-outs' through 'Steplab' (our new platform for professional growth) to promote the celebration of good teaching practice, develop our consistent approaches and to practise acknowledging specific practice in a brief, positive manner. These brief and more frequent moments in others' classrooms celebrate and build our practice by identifying and sharing the specific successful strategies, linking to our consistent approaches.

By 20 November, 455 drop-ins/shout-outs had taken place in 48 exceeding expectations with an average of 9 per day.



Before half term break, leading the leaderboard for the whole teaching staff were:

- Georgina Doeller as most frequent visitor to classrooms providing celebratory shout-outs.
- Ryan Doeller and Jo Odgers as the most visited teachers by others.

Our drop-in and shout-out champions!





## OPEN EVENING SUCCESS

We welcomed over 300 families on site for our year 6 open evening in September. Potential new students and their families arrived positive and excited as they were ushered into the hall where Mrs Crook, Noah our Head Boy, Phoebe our Head Girl, along with other student Ambassadors, acting as tour guides and student speakers welcomed them to the school. Our students talked with confidence, clarity and warmth about why THS is a great place to learn. After an inspiring presentation and a quick run through of what happens next families left the hall to explore the school and all it has to offer.

They were treated with an array of excellent activities and communication from subject leaders and staff who were enthusiastic about their subjects and what they

had to offer students. With music playing, acting and dancing, Bunsen's burning, balls bouncing and lasers cutting it was delightful to see such excitement from year 6 students. We witnessed literacy excellence, history buffs, global experts, hazard spotting foodies, budding mathematicians, computing whizz kids, artist and linguists as activities were enthusiastically carried out.

There was so much fun and such a buzz it was hard to keep up with it all. Quieter spaces provided opportunities for families to talk about SEND and pastoral support as well as a whole host of extra curricular activities. Our staff and students were amazing and feedback was positive – the most common being that the school felt warm and students and staff were approachable making them

feel welcome. Nights like these only happen with the support of all in our school community and once again it was a great evening showcasing what a great place THS is.

**Mrs Crellen**









## UNACCEPTABLE, UNACCEPTABLE ASSEMBLY



Special assemblies have taken place this term for all year groups. The assembly was performed by Narrative Alchemy and was titled 'Unacceptable, Unacceptable' and is a show targeted at examining sexism, sexual harassment and sexual violence. All year groups have seen the play which was dynamic and thought provoking.

"Very educational and informative." Thomas K

"It made me question lots of different things." Mathew M

"Inspirational." Lidia G

"It threw a spotlight on important social issues affecting our society today." Francesca K

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## SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

### A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to military conflicts around the globe, right now children across the globe can scarcely go online without being exposed to upsetting stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

- FIND OUT WHAT YOUR CHILD KNOWS**  
There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them your practice of active listening and try to gauge how much your child has been impacted by what they've seen.
- RIGHT TIME, RIGHT PLACE**  
Starting a conversation about upsetting content probably isn't the best idea when your child is hungry for an evening or when they're tired. Choose a time when they're relaxed and open to talking. Remember, these conversations can be emotional, so choose somewhere your child feels safe and comfortable.
- KEEP IT AGE APPROPRIATE**  
With younger children, try and keep the conversation more general and avoid loading questions and complex details. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happened in the world, so stay aware of their emotional state.
- EMPHASISE HOPE**  
Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to focus on the positive aspects of the news and strength related to the content you're discussing. Children need to know that there are people out there who are doing something to help, so encourage your child to take control through activities which make them feel they're positively impacting the events they're concerned about.
- MONITOR REACTIONS**  
All children react differently, of course, and young people might not directly say that they're scared, angry, confused or sad, but their behaviour and reactions may tell you. Monitor their reactions. Allow them to express their feelings in a non-judgmental way and try to stay mindful of how they might be feeling.
- CONSIDER YOUR OWN EMOTIONS**  
It's not only young people who find upsetting news difficult to process; adults who have lived with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so if you appear to be struggling with your own emotions, it's important to seek support for your child through worrying times.
- SET LIMITS**  
Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example), it's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the consequences of harmful content and enforcing screen-time limits.
- TAKE THINGS SLOWLY**  
Try not to overwhelm your child with information all at once. Instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to continue the conversation and demonstrate that it's a vital first step.
- ENCOURAGE QUESTIONS**  
Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is excluded or inappropriate, encourage your child to ask about what they see and hear. Children are still curious and inquisitive, so it's important to be accurate – you want to be their ultimate source of information and their device.
- FIND A BALANCE**  
There's often a tremendous compulsion to stay up to date with news events. Our phones frequently send us push notifications about the most recent video on social media. It's essential to reward your breaks, and to focus on positive events instead of doomscrolling through bad news.
- BUILD RESILIENCE**  
News has never been more accessible. While our instinct may be to shield children from upsetting news, it's important to equip them with the tools to manage this content when they do come across it. Encourage them to talk to you about what they see and hear, and to be honest about what they see and hear. Encourage them to be honest about what they see and hear.
- IDENTIFY HELP**  
It's important that children know where to find support if they encounter upsetting content online. Encourage them to speak up to an adult that they trust, and make sure they're aware of the support available to them. Encourage them to speak up to an adult that they trust, and make sure they're aware of the support available to them.

**Meet Our Expert**  
Cathy Jorgensen is the director of research at South Africa, who is reporting on the impact of social media on children's mental health. She is also a parent of two children, and is passionate about helping parents and carers to support their children's online safety.

**National Online Safety**  
#WakeUpWednesday

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## What Parents & Carers Need to Know about SMART TVs

Smart TVs connect to the internet without the need for a set-top box or streaming device, letting users access a range of features through the TV set itself – from on-demand content apps like BBC iPlayer to streaming services such as Netflix. Smart TVs are also connected to smart home devices and other smart home devices, so you can control your TV from your smartphone or tablet. This makes them a popular choice for parents and carers, but it's important to consider the online safety aspects of smart TVs for your child's room. It's now even more important to consider the online safety aspects of smart TVs for your child's room.

### WHAT ARE THE RISKS?

- AGE-INAPPROPRIATE CONTENT**  
From Netflix to Disney+, there is a plethora of streaming services available to parents and carers. However, these services often have content that is not suitable for all ages. It's important to check the age ratings of the content you're watching, and to use parental controls to restrict access to inappropriate content.
- UNCONVINCING SECURITY**  
As Internet of Things (IoT) devices, smart TVs can be vulnerable to cyberattacks. Experts warn that smart TVs are often the most vulnerable IoT devices in the home, and that they can be used to spy on users or to launch attacks on other devices in the home. It's important to keep your smart TV updated with the latest security patches, and to use strong passwords for any accounts you have on the TV.
- A SILENT SPY?**  
Some smart TVs are capable of collecting data on users' viewing habits and then using this data to target advertising. This means that smart TVs can be used to track your child's viewing habits, and to use this information to target advertising to them. It's important to check the privacy policy of the smart TV you're considering, and to use parental controls to restrict access to personal data.
- CONTACT FROM STRANGERS**  
Many smart TVs can be used for video calling, and some have built-in video chat features. This means that your child could be contacted by strangers, and that they could be exposed to inappropriate content. It's important to check the privacy policy of the smart TV you're considering, and to use parental controls to restrict access to video chat features.
- INCREASED SCREEN TIME**  
The array of content available through smart TVs could lead to increased screen time, which can have negative impacts on children's health and wellbeing. It's important to set limits on your child's screen time, and to encourage them to engage in other activities, such as reading or outdoor play.
- REMOTE-CONTROL RETAIL**  
Like many online devices, smart TVs facilitate digital purchases, buying a new app or the latest season of a favourite show, for example. If your child has access to a smart TV, they could be tempted to make purchases without your knowledge, and you could be charged for items they didn't want. It's important to check the privacy policy of the smart TV you're considering, and to use parental controls to restrict access to digital purchases.

### Advice for Parents & Carers

- MAKE IT A FAMILY THING**  
Family TV time is a great way to model the responsible enjoyment of media. When you're watching together, you can discuss the content you're watching, and you can encourage your child to engage in other activities, such as reading or outdoor play.
- CREATE CHILD PROFILES**  
Many smart TVs have built-in child profiles, which allow you to create a separate account for your child. This means that you can restrict access to inappropriate content, and you can set limits on your child's screen time. It's important to create a child profile for your child, and to use it to restrict access to inappropriate content.
- SET UP PARENTAL CONTROLS**  
It's likely that your smart TV has built-in parental controls, which allow you to restrict access to inappropriate content, and to set limits on your child's screen time. It's important to set up parental controls on your smart TV, and to use them to restrict access to inappropriate content.
- CONSIDER THE LOCATION**  
If you're concerned about the online safety hazards that a smart TV might pose to your child, you could consider placing the TV in a location where your child is unlikely to have access to it. For example, you could place the TV in a bedroom, rather than in a living room, where your child is more likely to be watching it.

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## What Parents & Carers Need to Know about X

In October 2022, the enormously popular social media network Twitter was purchased by tech tycoon Elon Musk. That purchase led to a host of changes to the platform – most of which have been received positively by its fans. The alterations have continued with each passing month, many of them relating to online safety concerns among the 5.5 billion users of X (now rebranded as simply X). With further adjustments reportedly in the pipeline, X has attracted more than its usual share of controversy and caution in recent times.

### WHAT ARE THE RISKS?

- A BLOCK ON BLOCKING**  
X has announced plans to remove its 'block' feature, which allows users to stop other users from viewing their profile or sending them direct messages, while also hiding their posts from the blocked user. This move has been criticised by some members, who feel that blocking is an important tool for protecting themselves from harassment. It's important to check the privacy policy of the app you're considering, and to use parental controls to restrict access to the app.
- AGE-INAPPROPRIATE CONTENT**  
Many of X's less age-appropriate posts can feature anything from pornography to extremist political views to hate speech. While access to these posts is restricted from new members, it's still fairly easy to find them. It's important to check the privacy policy of the app you're considering, and to use parental controls to restrict access to the app.
- VERIFICATION FOR SALE**  
Twitter's moderation team granted account verification to a small number of accounts, which gave them a blue tick next to their name. This was a controversial move, as it seemed to give some accounts more credibility than others. It's important to check the privacy policy of the app you're considering, and to use parental controls to restrict access to the app.
- LIMITED REPORTING FEATURES**  
X offers a premium membership with some functionality (such as the ability to report users) that is not available to non-paying users. This means that parents and carers may not be able to report users who are harassing their child. It's important to check the privacy policy of the app you're considering, and to use parental controls to restrict access to the app.

### Advice for Parents & Carers

- PROTECT PRIVACY**  
Unwanted characters may try to gain access to your child's account, or to use their account to harass your child. It's important to check the privacy policy of the app you're considering, and to use parental controls to restrict access to the app.
- DON'T RISE TO THE BAIT**  
To gain more views and followers, some users will post inflammatory or controversial content. It's important to encourage your child to ignore such content, and to report it to the platform.
- STAY ALERT FOR IMPOSTERS**  
Make sure your child understands that X's blue tick is not a guarantee of safety. It's important to encourage your child to be cautious of anyone who claims to be a friend or family member, and to report any suspicious activity to the platform.
- ONLY FOLLOW TRUSTED ACCOUNTS**  
Using the 'Following' tab on X helps to ensure that the only content your child sees is from accounts they've chosen to follow. It's important to encourage your child to only follow accounts they trust, and to report any suspicious activity to the platform.
- BE READY TO TAKE ACTION**  
If your child suffers harassment on the platform or becomes the target of a scam, you could consider reporting their account to the platform. It's important to encourage your child to be cautious of anyone who claims to be a friend or family member, and to report any suspicious activity to the platform.

**Meet Our Expert**  
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# SPORTS LEADERS

## HANDBALL

180 students in year 3 and 4 from nine schools from around the TCLP participated in a handball tournament. Year 10 Sports Leaders were excited to teach the basics in a coaching session before organising friendly games for everyone to

put the skills into practice.

Well done to primaries from Bampton, Bolham, Castle, Halberton, Heathcoat, St John's, Tidcombe, Two Moors and Wilcombe.



## FOOTBALL

150 students from 10 primary schools were involved in the year 5 and 6 Football Tournament. The Sports Leaders organised two separate tournaments A and B; with a range of abilities from complete beginners to more experienced club players. The morning was a chance for the girls to have fun and play some competitive football. In the A team tournament

Tidcombe were winners overall, with Bolham as runners up. In the B team tournament Bampton were triumphant, with Tidcombe runners up. Well done to all teams involved from Bampton, Bolham, Castle, Halberton, Heathcoat, Rackenford, St Johns, Tidcombe, Two Moors and Wilcombe.



## TENNIS

Over a hundred students from schools in the Tiverton Community Learning Partnership were involved in the year 5 and 6 tennis event at THS courts led by tennis coach, Iain Winstanley and the year 10 Sports Leaders.

new tennis skills that they put into practice in fun games. Well done to all the Sports Leaders involved: Fleur D, Luka R, Charlie B, Willow C, Taylor D, Isla A, Willow D, Oliver W, Owen T, Brandon C, Isla S.

Firstly, Iain prepared the Sports Leaders by delivering a Tennis Leaders Coaching Session earlier in the year. Following this session the year 10 students planned and coached a circuit of skill activities, alongside Iain, in which the students acquired and developed

Thank you to all schools involved for making it such a memorable event; Bampton, Bolham, Castle, Halberton, Heathcoat, Rackenford, St John's, Tidcombe and Wilcombe.

**Mr Thorne**





## FUNDRAISING FOR KENYA 2024

Students have been very busy over the last 12 months, fundraising to secure their places on the July 24 trip to Kenya. Here are some insights from a few of the student team:

"I've been doing lots of odd jobs to help towards my fundraising. Dog walking is quite a good job because it also gives you exercise as well as some help towards Kenya. I've also been selling knitted toys that were made by my great nan and blankets and bookmarks, hats and purses that were also made by my great nan. Also, I have sold bags made by my great aunt out of material that would have otherwise gone into landfill."

**Stacey**

"In my experience I have found that fundraisers and family days make a lot of money. Also, car boot sales got me a bit but doing a sponsored kayak challenge helped with a fair

bit of my fundraising for Kenya."  
**Kaleb**

"I started at the Christmas craft fair last year which got me off to a good start. I sold gifts such as wooden candle holders and cupcake socks. I then sold sweets in my nan's pub and had quite a few sponsors too – to whom I give many thanks."

**Jake**

"Since applying to go on the Kenya trip I have been working really hard on fundraising. Firstly, I contacted local businesses and had a great response and various companies have sponsored me. I have attended car boot sales and fetes throughout the summer and Christmas fayres. My biggest success has been with my cycling. I have been aiming to cycle the length of Kenya over the year and did a 72 mile official cycle event in the

New Forest in September. Thank you for all the sponsorship along the way.

In September we also ran a car treasure hunt which although was quite poorly attended we still managed to raise a nice amount of money and it was great fun. I have many more events planned and hope people will continue to support me to reach my target."

**Lucas**

"I have been currently asked, along with my brother Fred, to make 200-300 baubles filled with dog treats by my uncle who owns the dog centre. He will then sell those from his workplace, and he'll give us £1 for each of them so £200-£300. We've also been attending many craft fairs in an attempt for more fundraising."

**Elsie and Fred**

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## OLIVE'S WALK FOR KENYA

Olive has taken a huge step towards her fundraising target. Or should we say, many steps. Mr Nderitu, Olive's tutor, explains:

"This young person has just finished walking 630 miles along the Devon coastline in an effort to raise £2500 for the upcoming trip to Kenya. She has done it piece-meal over the weekend and during holiday times. What an epic walk it has

been. In a display of resilience, gusto, tenacity, vim, verve and vitality, she has done it well with 8 months to spare. Well done Olive. She has done herself, family and school proud in one swoop. It is an honour to be associated with such a determined young person."

"It was a memorable experience with incredible views and lots of challenges. We had to face the

weather, steep hills and uneven terrain. I saw lots of wildlife including a fox, some seals and Cornish choughs. On the one of the walks we stopped at Hocking's for a delicious ice cream! Overall, this was a remarkable and challenging task for me. Exhausting but beautiful! If you have plenty of time and lots of patience then you would love it too."

**Olive E-K**





## BREAKFAST BOOK CLUB

We meet every Wednesday before school to discuss books that we have been reading and plan reading activities. Recently we have been attempting to organise a visit to Exeter University to visit their library and experience what it would be like study there and have access to many different books.

We really enjoy the breakfast Miss Pike provides and getting together with like-minded people

to share our love of books and generally chat to one another. We have recently created some book reviews to display too.

It is lovely that there is a variety of different year groups in attendance. The muffins are pretty good too!

"I love coming to book club because I can hang out with my friends and older year groups." **Holly**

"Book Club is really fun and the muffins are great!" **Juniper**

"I love coming to book club because I get to discuss books over breakfast and hang out with my friends in the morning." **Ella-Mai**

### Members of the Breakfast Book Club

## CURRICULUM

### FOOD TECHNOLOGY

Our new year 10 Food Preparation students have started the year well learning all about the importance of good food presentation. Students have experimented with strawberry fans, spun sugar and savoury garnishes before looking at the 7 top tips for food photography.

Following this, we have delved further into nutrition, building on the Eatwell Guide and the students' existing knowledge of nutrition from years 7, 8 and 9. We have studied protein, fat, carbohydrate, vitamins and minerals. Students have learnt the function of these core nutrients in our diet, understood the terms 'macro', 'micro' and 'non' nutrients and have discussed the ingredients we need to eat to ensure we have a suitable supply of these nutrients in our diets.

A challenge was then set for each student to design and make a nutritious meal for a life stage of their choice. Students chose target groups ranging from 'toddlers' and 'teenagers' to 'the elderly'. Some students challenged themselves further by considering a specific person within this life stage such as a vegetarian, diabetic or body builder. After carefully considering their clients' nutritional needs the class then

made and presented their dishes.

Students worked confidently here to produce and present some excellent dishes. Well done year 10.

**Mrs Lethbridge**





# BLOOD BROTHERS

## MASTERCLASS

On the 6th of November all year 10 and 11 Drama students attended a full day Blood Brothers Masterclass run by two members of 'stage-ed'.

The visiting practitioners had both performed in West End productions of Blood Brothers and therefore had a plethora of knowledge to share with the students. This workshop was organised to support the students' understanding of the play, therefore deepening and strengthening their subject knowledge for component 1 of their GCSE.

The opportunity to interact, perform and discuss scenes, themes and the surrounding context of the play was incredible and an experience the students will not forget. The attitude and participation of all those involved was a real credit to the school with the practitioners mentioning how amazing all the students were and how easy they made the delivery of the workshop.

A highlight of the day was seeing Stephen Palfreman, who played the character of Mickey in the West End for nearly 2 decades, perform the scene 'I wish I was our Sammy' for the students. Watching this experienced and passionate actor perform live was an eye-opening moment for the students where a real understanding of the power of performance was highlighted.

## PERFORMANCE

And it's all over! On the evening of the 8th and 9th of November year 10 Drama students performed two public performances of Blood Brothers, the play. With this being the first straight play to be performed at Tiverton High School in many years the pressure was high to produce an outstanding performance. And an outstanding performance was exactly what the year 10 students produced!

Throughout the entire creation process they all expressed an immense dedication to the performance with extra rehearsals being met with enthusiasm; this attitude continued pushing the production to amazing highs.

The performance was an outstanding exhibition of the talent of the year 10 students highlighting their drive, passion and determination for the subject of Drama and performing in of itself. On both evenings the audience thoroughly enjoyed the show with many saying how amazed they were at the high-level performance witnessed. It truly was a pleasure to collaborate with such an amazing cast and to see their hard work culminate in an amazing end product.

But you don't have to take our word for it. A review from a year 9 Drama student who attended the dress rehearsal:

*"I was picked as well as other year 9s to watch the dress rehearsal of 'Blood Brothers' the play. As expected, it was amazing and I was so happy to experience it. One character that really stuck out to me was Mrs Johnstone played by Leah S. As all throughout the play her use of theatrical skills like her facial expressions, body language and even down to her tone of voice was spectacular. When I take drama, as a GCSE, she will be the one I compare all of my performances to."*

*Although she stood out, all of the characters and actors contributed just as much. Another reason I enjoyed this play so much was because of the minimalistic staging. It had just the right amount of furniture to portray where everything was and helped the audience establish the different incomes of Mrs Lyon's and Mrs Johnstone's families. The fact that the actors walked in amongst the audience, sometimes even interacting with us, just added to the enjoyment of the performance. This added a personal relationship to the actors and made me feel like I was a part of the play."*

**Lydia P**

So, a final massive congratulations to: Olufemi B; Alex B; Olive E-K; Hana F; Cleo G; Abbie L; Alfie M; Elsie M; Coby P; Leah S and Eszter T

## Performing Arts





## THE LEGO MAN

Year 9 students in Design and Technology have spent the past 6 weeks working on their most challenging project to date, 'The Lego Man'.

This has required students to remain focused and committed over multiple lessons, tasks and components, before bringing all the parts together to make a unique Lego character.

Students were expected to take on new processes and develop their skills in those that they acquired

during years 7 and 8 – working to a high degree of accuracy and commitment to bring all the component parts together and produce a quality well finished product that fulfils the brief set at the start of the project.

Students demonstrated high degrees of resilience when things did not quite go to plan and overcame challenges with a 'DT maturity' that is great to see at this stage in their DT journey!

DT Department



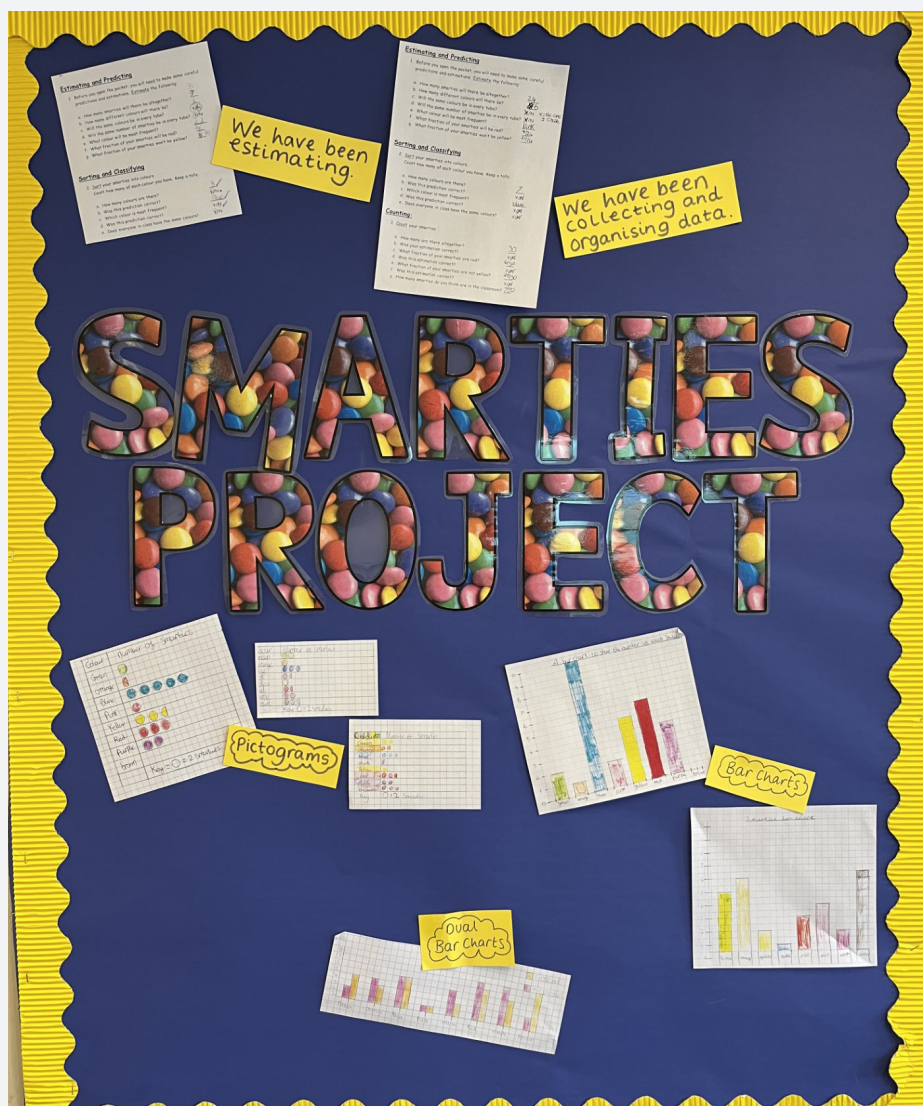
## MATHS

### YEAR 7 SMARTIES PROJECT

This 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.





## SPARX MATHS

Our students have been working hard over the last term to complete their Sparx work. The impact of Sparx has been very evident throughout the school. Students are buying into the culture of maths homework and it has raised the profile of maths in the students and also in the school.

Students who are committed to Sparx are becoming better mathematicians and the constant exposure to maths is making them better. It's not just about students logging on and completing work. It's about developing mastery, and children's understanding of maths becomes more profound from using Sparx.

We would like to congratulate all the students who are committed and putting in the work. The following students have been our top 5 from September in each year group in regards to homework completion, and extra independent work.



### YEAR 7

NAME	TOTAL XP EARNED
Nikolai L	11,574
Tommy G	9120
Maya W	7939
Oliver H	7694
Peyton L	7573

### YEAR 8

NAME	TOTAL XP EARNED
Koby D	14,614
Sophie T	10,524
Holly P	6720
Zeynab B	5202
Timur B	4203

### YEAR 9

NAME	TOTAL XP EARNED
Tiana D	10,474
Patrick B	7511
Lily S	6279
Ludo T	5545
Yuliia N	5196

### YEAR 10

NAME	TOTAL XP EARNED
James T	10,508
Scarlett T	5591
Fidan B	5474
Dasha N	4539
James B	4360

### YEAR 11

NAME	TOTAL XP EARNED
Jack W	9044
David L	4869
Lexi E	4462
Lucas G	4440
Edward S	4080





## CAITLIN PRITCHARD, CLASS OF 2017

**My name is Caitlin Pritchard and I left school in 2017.**

I studied A-Levels in Biology, Geography and Environmental Science at Exeter College. After leaving college I decided that I didn't want to go to university but wasn't sure what I wanted to do. Luckily, I had a part time job at Bickleigh Mill and they increased my hours. This allowed me to improve my customer skills, handling cash and carrying out account work. I was also responsible for compiling a quarterly staff newsletter.

Whilst I was working, I also kept my role as an instructor at Sea Cadets. I was asked to be in charge of the Junior Section and I really loved my time with the Junior Cadets. I still go up to the unit when I am at home to help out.

I made the hard decision to apply for the Royal Navy. I was successful in my 4 day introduction course (CPC) in Portsmouth and soon found myself heading to HMS Raleigh at Torpoint, near Plymouth for basic training.

In October 2022, I moved onto phase 2 training at HMS Drake to learn how to become a Meteorological Observer. I am now based at RNAS Yeovilton and I am about to head out to Brunei for 9 weeks' supporting training. I have also completed charity work with my colleagues from RNAS Yeovilton.





# AMBASSADOR TEAMBUILDING TRIP

Mr Cordon & Mrs Pritchard took 19 Ambassadors to Haven Banks and TenPin Bowling in October. The morning was spent in two teams (mainly girls v boys by their choice) building then floating and finally racing their rafts. There was much snooping between the two teams to see who had any better ideas but Lara

had brought a knot tying handout with her so the girls used some different knots to secure their raft.

Once they had them out of the water a plucky few decided to jump into the canal by the centre. Rather than us! Once dried off we walked round to the TenPin bowling centre ready

for our lunch and a game of bowls.

Mrs P had to take part as Big Nutt was missing from our crew and she did OK – getting a strike and a couple of spares! We all had a basket lunch once we had finished bowling which hit the spot after a busy day out.

## THE AMBASSADOR ROLE

Becoming an Ambassador is a lengthy process from applying to interviewing then more interviews if you fancy being Head Boy or Head Girl. Not everyone who applies becomes an

Ambassador but there will always be opportunities to help out though. You will be expected to be at school events as well as Town Council meetings and joint interactions

with Blundell's school too. Here are some sound bites from some of the team on the day.

“

*The Ambassador trip today was a lot of fun and something I'd definitely do again. I think my favourite thing about today was building/using the raft as it helped us to work better as a team, as well as jumping into the river at the end as personally, that was the most enjoyable part of the day for me.”*

AVA

“

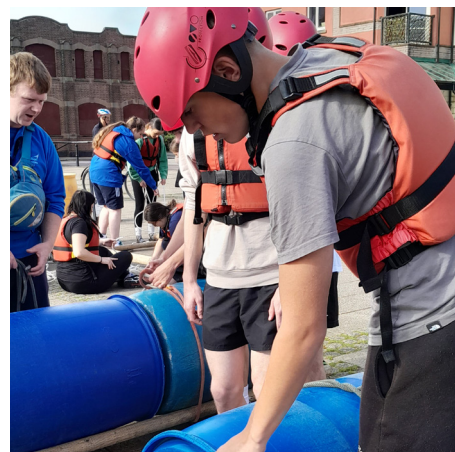
*The thing I enjoyed the most today was building the raft, as it was very enjoyable and a great team-building experience.”*

LARA

“

*My highlight from the trip was when we were on the rafts because even though I was terrified that we would fall in, it felt like we were a team because we had built the raft together and had to work together to make sure it floated.”*

DARCIE





# THS YOUNG CARERS ATTEND A ROYAL VISIT



Kate Southcott and I were delighted to be invited by Young Carers Devon to take the following registered young carers to meet Sophie, Duchess of Edinburgh, at CHAT in Tiverton. The students were an absolute credit to the school, waiting patiently for 90 minutes for her to arrive, after already keeping the royal visit a secret. She then spoke to all of our students individually and they were able to explain who they cared for, the impact this has on them and why young carers is important to them.

Lucy stole the show after the group photo asking The Duchess what she had in her handbag to which she whipped out her mobile, 3 lipsticks and a tissue! The whole room was laughing and smiling and admiring her confidence.

Liz Smith, Devon Young Carers Services Manager commented: *"It was a pleasure for us to work with Tiverton High School to enable nine young carers to meet the HRH Duchess of Edinburgh. It*

*was an honour to hear the young carers speak to her about their caring roles and the impact it has on their lives."* (from Facebook)

**Mrs Morrell**



# HISTORIC TIVERTON

## WHAT WAS HAPPENING AT THS 150 YEARS AGO?

This poster, which hangs in the Tiverton Museum, advertises the Tiverton and North Devon Races which took place in August 1873 on the field now occupied by Tiverton High School.

There was a grandstand to allow a view of the whole course, local innkeepers and traders set up stalls to provide refreshments,

and there was big prize money to be won. £50 in 1873 equates to about £7000 in today's money!

The races took place annually and were first recorded 200 years ago in 1823. The following year, in 1824, more than 10,000 attended on the first day!

THS Partnership Office



# RAINBOW JELLYBEANS CLUB

We are an inclusive club for anyone who identifies as LGBTQ or an ally. This term, we've been discussing and learning about International Pronoun Day, which takes place each year on the third Wednesday of October, and began in 2018.

Everyone has pronouns and being asked for them or giving them doesn't take away from anyone's gender identity, it just makes it more inclusive.

If you do not know someone's pronouns, ask them politely, and tell them yours.

A person can change their pronouns and you should make an effort to use the pronouns a person is comfortable with if these change. Practice makes perfect!

If you get someone's pronouns wrong, correct yourself and move on!



We made our own pronoun badges recently in our club, which was a great way to open up discussion and to share mutual respect. Come along and meet us in room 86C every Thursday breaktime. You will be most welcome.

# STUDENT TENNIS SUCCESS

Many of our students recently took part in a tennis tournament held at the school. This was organised by Bounce Back Tennis Club. Two students won their event: Darcey T won the Under 18 girls event and Patrick S won the Under 12 event.

This was the first of, hopefully, many LTA events to take place at the school and we look forward to seeing the relationship between the club and the school grow.





# DUKE OF EDINBURGH AWARDS PRESENTATION

We are so pleased that so many of our students were able to receive their certificates for the successful completion of their Silver or Bronze awarded. The celebratory breakfast provided a lovely opportunity for students to come together to celebrate their hard work and tenacity. In particular two year 11 students were presented with their Silver Awards which reflects their dedication to this award scheme.

A very big congratulations to all who received their certificate and badge today and I look forward to presenting more awards next term. Wear those badges with pride.

Mrs Hoskins

## SILVER AWARD:

Alice T

Ava P

## BRONZE AWARD:

Oliver S

Victoria M

Kezia M

Isla B

Alex B

Lucy B

Caitlin C

Macie C

Katie D

Cleo G

Stacey K

Connie P

Emily W

Elsie M

Owen T

Lucius T

Oliver W

Charlie B

Eszter T

Jack V

James B





# NATIONAL POETRY COMPETITION WINNER

Aiden in year 7 won the TES SEN Poetry Competition in October. There were hundreds of entries from all across the country and his wonderful poem came in top spot!

He wrote the poem while he was at Two Moors but the celebration event took place in London this term. Michael Rosen (author of We're Going

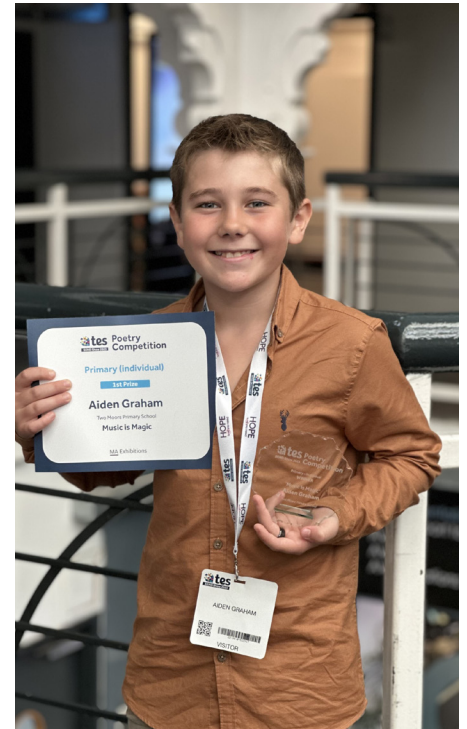
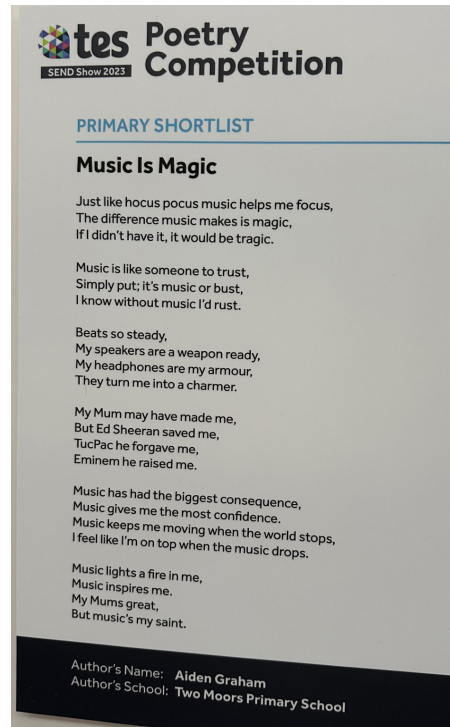
on a Bear Hunt) read his poem out to the audience. Aiden was also lucky to have his photo taken with the poet.

The theme for the competition was 'What helps me most with my SEN' and, his mum says, for Aiden that is music.

We would like to say a very big well

done to Aiden. What a fantastic experience for you and we are also extremely jealous that you got to meet the poet Michael Rosen. For him to have read out your poem must have been truly amazing.

Why not have a read of his wonderful poem.



## ANTI-BULLYING WEEK 13TH – 17TH NOV 2023

During the week 13th -17th November we raised the profile of the work which we are doing around anti-bullying. This was National Anti-Bullying week so we used the week to celebrate our work and identify where further work is needed. All students had an assembly which revisited key messages about what are bullying behaviours, what is sexualised behaviours, how to report bullying behaviours and how we as a school deal with bullying incidents. We also asked all students to answer a feeling safe and personal

development survey across the week to identify our next steps.

All students were also invited to wear odd socks on the 13th as a show of support for every one being unique and an individual.

During this week we introduced our student friendly poster which highlights key messages with a focus on online bullying, celebrating differences and challenging discriminatory language. We have also reviewed and updated

our school anti bullying policy.

Please remember that you can speak to any member of staff if you are experiencing bullying behaviours. We also have a report it button on our website.

Our anti bullying ambassadors are now planning their next steps and are looking forward to working with some of our the local primary schools, sharing key messages and where to get support.



# CHRISTMAS CAROL SERVICE



The Christmas Carol Service celebrates the talent of our performing arts students. This year it was held at the beautiful St Paul's Church in Tiverton, and included solos on the piano and violin and vocal solo performances. The Musical Theatre Club performed 'When Children Ruled the World'

by Andrew Lloyd Webber and the year 9 dance group choreographed and performed a moving piece to the modern Christmas classic 'Somewhere Only We Know'.

Traditional readings by members of the Ambassador team with rousing and familiar traditional carols

accompanied by the school orchestra gave the service a joyous feel and a great event to finish the term.

We would like to thank the Interact team for serving refreshments and raffle tickets before the event and we hope that everyone enjoyed listening to the talented year 10 band.







**[tiverton.devon.sch.uk](http://tiverton.devon.sch.uk)**

