

# The Seagull



Issue 760 Friday 2<sup>nd</sup> February 2024

Next Week is Week 2

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## Shrek the Musical

### HEADTEACHER'S NEWS

#### Gold Seagull Winners

Congratulations to this week's Gold Seagull winners:



Mercy, Sadrena, Toluwalase, Maruf and Rio in Year 7.

#### What a show!

Congratulations to all staff and students who were involved in Shrek the Musical. I was blown away by the talent on show. It was great to see so many students involved in the production. I hope you enjoyed the performance. This is our first show since the pandemic and what a way to start! These are the types of experiences that students will value and look back on and remember once they have left school. It takes an incredible amount of work from both staff and students to put on a show of such quality; a huge thank you to everyone involved.





Today we have Maragaret Hodge coming into school to work with Year 9 on a student question time. I very much look forward to hearing the debate!

Next week we have Year 12 as well as Year 10 History exam.

Ms Keane  
Headteacher



### **“Pawns; They are the soul of Chess” Francois-Andre Danican Philidor**

JRCS Grand-Master Chess Tournament has moved towards the end game.

Last week saw the Round of sixteen take place between the following students.



Maxie Year 8..v..Noah Year 9  
Victor-Petru Year 13..v..Vadim Year 9  
Toby Year 9..v..Huxtable Year 9  
Matas Year 11..v..Dominic Year 9  
Armaan Year .. v..Wa Kwan Year 11  
Joel Year 12..v..Danny Year 11  
Matas Year 11..v..Luis Year 8  
Luke Year 10..v..Charlie Year 11

This week is Quarter-Finals Stage.

Victor-Petru Year.13..v..Noah Year 9  
Charlie Year 11..v..Harry Year 9  
Danny Year 11..v..Matas Year 11  
Matas Year 11..v..Wa Kwan Year 11

The last remaining eight students battled it out to make it to the last four and the Semi-Finals.

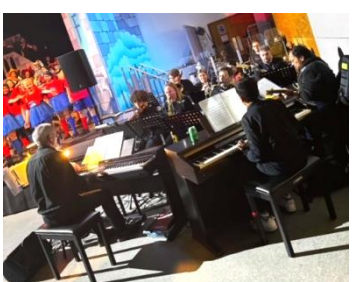
Games were played on Wednesday & Thursday and duly delivered the thoughtful and strategic levels of chess play one would expect. Several changes in strategy were required as players matched each other's moves making the overall aim to call “Check Mate” more difficult.

Next week we have the victors of the Quarter-Finals renew their concentration to take on a new opponent to reach the Grand-Master Final.

Semi-Final Games:

Victor-Petru Year 13..v..Charlie Year 11  
Matas Year 11.. v..Wa Kwan Year 11

Congratulations to those that have made the later stages of the tournament. It has truly been





a great competition to watch and see the different year groups interact and show great sportsmanship. For those that have been on the wrong end of "Check Mate" watch out for Grand-Master 2025! Get practising!!

Miss Campbell  
Tournament Organiser

### National Apprenticeship Week

National Apprenticeship Week will run from Monday 5<sup>th</sup> - Sunday 11<sup>th</sup> February and as a parent or guardian, you can help your child decide whether an apprenticeship is right for them. You can find out more by clicking the link: [Support for parents and guardians \(apprenticeships.gov.uk\)](https://supportforparentsandguardians.apprenticeships.gov.uk) and this will provide you with the basic information you need and signpost you to websites where you can find out more. Apprenticeships allow you to combine working with an employer in a real job and enable you to learn up to degree level. There is no upper level if you are not in full time education and are aged 16 or over, you can apply. Apprenticeships are available in most industries; it is possible to take an apprenticeship in anything from law to construction.

- For entry to Apprenticeships **at Level 2** you may be asked for some GCSEs or equivalent qualifications.
- For direct entry to an **Apprenticeship at Level 3** employers may ask for up to five GCSEs (and/or for GCSEs in particular subjects) at grades 9-4/A\*-C, or equivalent.
- For entry to a **Higher or Degree Apprenticeship** level 3 qualifications may be required, such as A levels (grades/subjects or UCAS Tariff points may be expected), a work-related qualification (possibly at level 4) or significant appropriate experience.
- Remember that it may be possible to progress from one level of Apprenticeship to another.

A school leaver can apply for college/university and an apprenticeship at the same time, then they can decide and make their final decision on results day. To find an apprenticeship vacancy go to: [Find an apprenticeship - GOV.UK \(www.gov.uk\)](https://www.gov.uk/find-an-apprenticeship)

Ms Vincent  
Careers and Pathways Coordinator

"To find out how we process your personal data, visit the following link: [Privacy Notice for Parents and Pupils](#)"



## Year 12 VIMA 2 Timetable (5<sup>th</sup> – 12<sup>th</sup> February)

Below is a copy of the timetable for Year 12 VIMA 2 Exams in February.

Please make sure students have a good breakfast and they have the correct equipment with them for each exam, including a calculator (if needed) and a black pen.

If they wish to, they may bring water, but this needs to be in a clear plastic bottle with the label removed.

Please remind your child that under no circumstances should mobile phones, earphones or watches be taken into exam rooms.

Date	Start	Exam
Monday 5th	9.00am	Chemistry Economics Media Sociology
	2.00pm	Geography Business Paper 1 H&S Care (unit 4)
Tuesday 6th	9.00am	Geography Business Paper 2 Computer Science Biology English Literature
Wednesday 7th	9.00am	Mathematical Studies BTEC Business Maths Religious Studies
	11.30am	Psychology
Thursday 8th	9.00am	History (Germany & West Germany) PE Physics Politics
Friday 9th	9.00am	History (Germany & West Germany) Art Practical
Monday 12th	9.00am	History (Rise of fascism in Italy)



# 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 unsettling 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.

### 1 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 you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.



### 2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



### 3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. 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 happening – but again, do stay aware of their emotional state.



### 4 EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



### 5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



### 6 CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



### 7 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 dangers of harmful content and enforcing screen-time limits.



### 8 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 talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



### 9 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 actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



### 10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



### 11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



### 12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It's essential that children understand that they're not alone, and that help is available if and when they need it.



### Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



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# Barking & Dagenham SEND Local Offer January Highlights

<https://localoffer.lbbd.gov.uk/>

[sendlocaloffer@lbbd.gov.uk](mailto:sendlocaloffer@lbbd.gov.uk)



## Spring Term

As always, the Spring Term is an exciting term and packed full of learning opportunities which we know that the children will thoroughly enjoy.

### Local Offer - What's On (Dec & Jan)

- ❖ MIND Mental Charity Parent Support Group
- ❖ MIND Mental Charity Ready for Adulthood Youth Group
- ❖ EHC Team Contact (update)
- ❖ Short Break Questionnaire
- ❖ Inclusive Digital Zone (update)
- ❖ CYPD Hub Facebook
- ❖ Inspire Youth to Achieve 11+ SEND Youth Group

Coming Soon (Feb)

- ❖ Words First Parent Carer Workshop



**Barking & Dagenham  
Family Hub**

**Family Hubs** are for families with children aged 0 to 19, up to 25 years with Special Educational Needs and Disabilities (SEND) who need a bit of extra help. Come in and find a friendly face, a listening ear and a wide range of information, advice and guidance.

Contact: 020 8227 3359 / [familynavigators@lbbd.gov.uk](mailto:familynavigators@lbbd.gov.uk)



# SEND Drop-in

*You said, we did.*

Thank you for parents and young people's feedback. From February 2024, SEND Team will work in partnership with Early Help & Targeted Early Help Family Navigators at 3 Family Hubs to provide in-person SEND early support to meet local needs and support better outcomes.

[Grand opening with a ribbon-cutting ceremony at Dagenham Library Family Hub on 18<sup>th</sup> January 2024.](#)

# Schools and Colleges Early Support Service: Parent and Carer Webinars



Dear Parents and Carers,

We would like to invite you to attend the **Spring Term** webinar series specially tailored for parents and carers of adolescents, in collaboration with the Schools and Colleges Early Support Service.

The topics have been chosen to reflect core developmental processes in adolescence and common difficulties parents can struggle with. The content is psychoeducational, strategy-based and solution focused. The webinars will cover the following topics:

- How to support your young person with low mood
- Early emerging School Based Avoidance: practical tips and strategies to support your child
- Anxiety in adolescence: how can parents and carers help?
- Adolescent self-harm: how to make sense of it and when to seek support
- Building resilience, staying connected and nurturing your relationship with your teen
- Understanding the impact of bullying on a young person's mental health: practical strategies to help you support your young person to get through their experience and feel okay again
- Managing teen behaviour that challenges: tips and tricks
- Weathering the storms of strong teen emotions: do's, don'ts and when to consider talking to someone
- Understanding the adolescent brain: strategies to help you understand and support young people's mental health and wellbeing

Further details on each webinar are below. To register please click on the relevant Zoom link. After registering, you will receive a confirmation email containing information about joining the meeting.

## How to support your young person with low mood

***Tuesday 6 February 12:00-13:00***

Low mood does not just affect adults. Young people can experience low mood too. Common signs of low mood often include sadness that does not go away, feeling irritable all of the time, not being interested in things that used to be enjoyed, feeling tired and exhausted a lot of the time. Things that might increase low mood include family difficulties, bullying, bereavement, parental separation, friendship issues.

Schools and Colleges  
Early Support Service



**Anna Freud**

Our webinar will offer some insight into spotting the signs and symptoms of low mood, understand why young people are vulnerable to experiencing this and offer evidence-based strategies to support a young person.

[Click here](#) to register.

## Early emerging School Based Avoidance: practical tips and strategies to support your child

**Thursday 8 February 17:00-18:00**

Feelings of worry or anxiety are something that everyone will experience from time to time. It is not uncommon for young people to worry about school. For some young people, however, that worry can become so great that they may have difficulties in attending school. If your child has high levels of anxiety and is finding it difficult to attend school, they may be experiencing Emotionally Based School Avoidance (EBSA). Emotionally based school avoidance is a term referring to reduced or nonattendance at school by a child or young person. Rather than the term 'school refusal', the term EBSA recognises that this avoidance has its root in emotional, mental health or wellbeing issues.

This webinar focuses on young people who have **early emerging** presentations of EBSA. The parent/carer webinar will offer advice on how to support your child, understand the anxiety cycle of avoidance and suggest practical tips and strategies to help your child overcome their difficulties.

[Click here](#) to register.

## Anxiety in adolescence: how can parents and carers help?

**Tuesday 5 March 12:00-13:00**

It is normal to sometimes feel anxious, however for some adolescents, anxiety can become a significant problem that stops them from doing things, e.g., talking to new people, going out with friends, or doing their best in exams. The focus of this webinar will be on what parents/carers can do to help their teens who are experiencing anxiety.

It will cover when anxiety is normal vs. problematic, common anxieties during adolescence (exam stress, social anxiety and worries about identity and development), the relationship between parent-child anxiety, and how and when to access support for you and your child. We will also discuss a couple of 'real world' examples of common adolescent anxieties and different strategies that may be helpful in those situations.

[Click here](#) to register.

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**Anna Freud**



## Adolescent self-harm: how to make sense of it and when to seek support

**Wednesday 13 March 17:00-18:00**

Adolescence brings about many challenges, including insecurity, self-consciousness, anxiety about one's own body, and peer pressure. It is not uncommon for teenagers to engage in some self-harmful behaviour for a period of time, for instance cutting, hair pulling or scratching. Understandably, these behaviours can be very concerning, distressing, and confusing for parents.

This webinar will provide an overview of the risk factors and methods of self-harm. It will explore the various reasons why young people may self-harm and offer ideas on how parents can talk to and support their teens. Lastly, it will discuss instances of self-harmful behaviour that may require professional support. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

[Click here](#) to register.

## Building resilience, staying connected and nurturing your relationship with your teen

**Tuesday 19 March 12:00-13:00**

Adolescence is a time of insecurity, strong feelings and growing autonomy which naturally affects the parent-child relationship and requires parents to find new ways of connecting with their teenagers. Parents may feel left out and worried, and they may experience a sense of loss over the relationship they used to have with their children when they were younger.

This webinar offers ideas on how to maintain and build trust with teenagers, how to stay connected and how to nurture the relationship with their teen. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

[Click here](#) to register.

Understanding the impact of bullying on a young person's mental health: practical strategies to help you support your young person to get through their experience and feel OK again

**Thursday 21 March 12:00-13:00**

While lots of young people experience bullying, it is an incredibly difficult thing to go through and can have a huge effect on your child's mental health and wellbeing. As a parent/carer, it can also feel very challenging and worrying.

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Early Support Service



Anna Freud

This webinar will outline the different ways in which young people are bullied and discuss how this might impact them day to day. There will also be useful practical strategies to help you support your young person to get through their experience and feel ok again.

[Click here](#) to register.

### Managing teen behaviour that challenges: tips and tricks

**Wednesday 17 April 12:00-13:00**

Most adolescents will at some stage in their development engage in behaviour that parents find challenging and worrying, for instance, substance misuse, being overly argumentative and rejecting, oppositional behaviour and excessive social media use. It can become difficult for parents to find ways of discussing their concerns with their teens who may increasingly not want to hear any advice their parents have to offer. This webinar will provide an overview of adolescent development and the brain, including common challenging behaviours during adolescence. It will discuss different parenting styles and offer tips for parents on how to approach and discuss challenging behaviour with teens, and how to set boundaries. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

[Click here](#) to register.

### Weathering the storms of strong teen emotions: do's, don'ts and when to consider talking to someone

**Tuesday 23 April 12:00-13:00**

Adolescence inherently consists of many storms that parents, families, and young people have to weather, many of which are driven by an intensity of emotions that is unique to this developmental stage. Teenagers grapple with their own identity, their social relationships, and their need for autonomy, and in turn parents face the challenge of being left out, managing their own reactions to strong teen emotions, and finding different ways of connecting with their teens.

This webinar will provide an overview of the changes adolescents go through, why teenagers experience such strong emotional fluctuations and how these are linked to processes in the brain. It will offer ideas on how to support teenager with their strong feelings and what to best avoid.

Lastly, the webinar will discuss the difference between normal emotional difficulties in adolescence and issues that may need additional support. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

[Click here](#) to register.

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**Anna Freud**



# Understanding the adolescent brain: strategies to help you understand and support young people's mental health and wellbeing

**Thursday 25 April 17:00-18.00**

Scientists have discovered that our brains physically change in response to our experiences throughout our lives. The teenage years are a time of significant brain change when young people are learning to adapt to the world around them.

This webinar will provide an insight into the stages of brain development through early childhood, adolescence and into adulthood. We will consider how changes in the brain affect the emotions and behaviour of your young person whilst providing evidence-based strategies to help you understand and support their mental wellbeing.

[Click here](#) to register.

## Parent and carer webinars: on-demand

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**Anna Freud**

### How to support your young person with low mood

This webinar will offer some insight into spotting the signs and symptoms of low mood, understand why young people are vulnerable to experiencing this and offer evidence-based strategies to support a young person.



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### How to support your young person when they get their exam results

This webinar will explore ways in which you can support your young person with feelings of anxiety around results day. We will offer top tips from our Young Champions and healthy strategies that you can use to support both yours and your young person's mental wellbeing.

### Transition to secondary school: supporting your year 7 child with the ending and new beginning

This webinar will explore ways that you can support your child during this period of change. Top tips will be shared to help you to consider challenges and opportunities that may arise during transition, spotting when your child may be struggling, strategies to help you to support your child and exploring your own wellbeing. Resources will be shared on how you/they might seek further support if needed.



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### How to support your young person with anxiety

This webinar explores when anxiety is normal vs. problematic, common anxieties during adolescence (exam stress, social anxiety and worries about identity and development), the relationship between parent-child anxiety, and how and when to access support for you and your child. We will also discuss a couple of 'real world' examples of common adolescent anxieties and different strategies that may be helpful in those situations.

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**Anna Freud**