



PAGET HIGH SCHOOL

RESILIENCE, INTEGRITY, COMMUNITY

NEWSLETTER

MAY
2024



I hope this newsletter finds you and your family in good health as we enter the final half term of this academic year.

There is lots of news contained in this issue, which I hope you will find interesting. Having been at Paget for almost half an academic year, I now have a good understanding of the strengths of the school, and the opportunities for development.

Behaviour has been and will remain my number one priority.

**My mission is for every student to feel safe in school,
and to be able to learn, free from distraction.**

Please encourage your child to talk to their tutor, head of year, or a member of the safeguarding team if they ever feel unsafe, or alternatively, you can contact school directly.

Over the last half term we have been considering our values as a school. I am pleased to share these with you now. We have chosen **Resilience, Integrity and Community**. I believe that these three values reflect the way we want our students to overcome the challenges they face in life, the way that they interact with each other in this diverse school, and the way we hope that they will be ambassadors in the wider community in Branston and Burton.

Our new pastoral team is taking shape. Miss Traczyk, who has worked in reception since September, is now working full time supporting our Heads

of Year. In June, a new student reception will open, becoming the place for students to go whenever they require pastoral support.

Over half term, new security fencing will be installed on site, ensuring improved safety for our students and staff.

Finally a fond farewell to Mrs Fry, Finance Manager, who leaves us today to take up a Business Manager role in a new primary school. Thank you Mrs Fry, and we wish you all the best for the future.

Lewis Fenn Griffin
Headteacher

SAFEGUARDING



Miss Sutton
Designated
Safeguarding
Lead



Ms Watton
Deputy
Designated
Safeguarding
Lead



Mrs Ryan
Deputy
Designated
Safeguarding
Lead



Mrs Bone
Deputy
Designated
Safeguarding
Lead

**If you are worried about yourself
or another student you can**

talk to or e-mail any member of staff
go to the Wellbeing Hub
talk to or email a member of the Safeguarding Team
safeguarding@paget.staffs.sch.uk

**We are here to help.
Please don't suffer in silence.**

SAFEGUARDING

What is self-harm?

Self-harm refers to the deliberate harming of one's own body. Self-harm can take many forms, but commonly includes:

- Cutting, banging, scratching, or burning one's body.
- Hair-pulling including eyebrows and eye lashes.
- Swallowing objects.
- Breaking bones.
- Self-strangulation.
- Inserting pins (or other objects) beneath the surface of the skin.
- Self-poisoning, such as taking too many tablets.
- Eating disorders.

If you have any concerns about a young person's immediate safety, this is an absolute priority and should be treated as an urgent safeguarding issue in line with your policies. If you think a young person is at risk, they should not be left alone.

Where there is not an immediate concern:

- Consider if the child needs medical attention.
- Ensure the child has the time to talk. Listen more than talk.
- It is important that people do not respond with anger, if children are met with anger, often they will not disclose in the future.
- Ask the child about what they are experiencing.
- Respond calmly and in a non-judgemental way. Don't feel you have to have all the answers.
- Be positive. Try and focus on their strengths.
- Do not dismiss self-harm as attention seeking.

Accessing help and support

If someone's life is at risk because they have seriously injured themselves or taken an overdose, call 999.

- Text "SHOUT" to 85258 to contact the Shout Crisis Text Line, or text "YM" if you're under 19. If you're under 19, you can also call 0800 1111 to talk to Childline
- Contact NHS 111 online service or call 111 if you need urgent care but it's not life-threatening.
- Ask for an urgent GP appointment if:
 - You need help urgently for your mental health, but it's not an emergency
 - You're not sure what to do
 - A GP can advise you about helpful treatments and also help you access mental health services.

GOVERNORS

School governors play a crucial role in setting the direction of Paget High School, and making sure that the Head and the senior leadership team are running the school effectively.

We currently have a small, but dedicated team of volunteers fulfilling this vital function - and we are on the look out for more!

Some governors are parents; many are interested members of the local community. Governors meet regularly, approximately once a month, in the evenings. They also have a key duty in upholding standards of behaviour.

If you, or anyone you know, might be interested in becoming a governor you can have an informal conversation by contacting office@paget.staffs.sch.uk

FARM & ORCHARD NEWS

Spring on the farm has seen the first new arrivals with the hatching of both hen and turkey chicks.

Students have followed the progress of the eggs learning about the incubation process through to the excitement of seeing them hatch.

Their involvement will continue as they care for them as they grow.



Students have also been busy sowing vegetable seeds and the polytunnel is now stocked with a wide variety of vegetables.

The start of spring saw the fruit trees on the orchard in full blossom and it is looking promising for a bountiful crop of fruit later in the season.

YEAR 7

Congratulations to year 7 students who, between them, have accumulated 8800 achievement points!

The top 3 students in the year group are Natasha with 286, Arshad with 177 and Amelia with 176. Well done to you all.

Mrs Brown

YEAR 8

A large number of students continue to demonstrate a fantastic work ethic across their subjects.

The top 3 this half term are Frank (36 achievement points), Zain (24 achievement points) and Rosmin (24 achievement points).

A massive well done!

Mr Dales

YEAR 9

Congratulations to the following students who are top in the year group for achievement points.

Brenda has achieved 194 positive points, Tilly has 182 and Fajr has 181. This is a fantastic achievement.

Mrs Dowler

SIXTH FORM

We would like to take this opportunity to wish our year 13 students all the best for the future, as they embark upon their final examinations in the coming few weeks prior to moving on to pastures new. It has been a pleasure to part of your seven year journey at Paget.

Thank you to Caspian Pizza for supplying our leavers' lunch, and to Matthew Wilson at Travis Perkins and property developer Zia Ahmed, who are Paget High School alumni, for sponsoring the farewell for our Year 13 cohort. Thank you for your support and for your belief in giving back to the local community.

We are so fortunate to have such generous donors, and we can never thank you enough for all the support you've shown us. Our students enjoyed the food and atmosphere!



YEAR 11

As you will be aware, the exam season is in full swing. I would therefore like to clarify the study leave arrangements for Year 11 students.

7th June- The Year 11s are required to be in school every day up until this date.

From Monday 10th June 2024, staff will be available in the classroom where the students' lessons would have taken place until the date of the last exam in that subject.

This will enable students to seek support, if needed, alongside having the choice to study from home. Therefore, from this date, **students will have a choice whether they want to revise in school or remain at home.**

If they choose to come into school to revise, please remind them to sign in and out at student reception. They will only be allowed to attend school for those lessons, we do not have a study space for them to be based in at another time.

DUKE OF EDINBURGH AWARD

On Tuesday 16th May the year 9 Bronze D of E group set off for a day of navigation. In preparation for their Bronze qualifying expedition in July. It was a true British summers day of torrential rain! Not ideal for a 7 hour walk. The students were excellent, took well to map reading and worked well as a team when they faced tricky decisions. They even pushed themselves to use a compass something often difficult at this stage of training. Well done and good luck for your qualifying walk in the summer.

Next training date 20th June 3.30-6pm.

Thank you to the D of E team for your hard work this school year! Mrs Tatham and Miss Menzies are an integral part of the D of E process which is much appreciated. Working with the team to complete their electronic D of E log and regularly ensuring students are staying on track. Fingers crossed for a little bit of sun in the summer when we go out with the year 10 silver group and year 9 bronze group for their expeditions, it's not the best camping in the rain but, the students will still be great as they always are!

Mrs Hyde



LIBRARY NEWS

We have just placed a large order of books to update and expand many of the sections of the library, including Manga, fiction, and non-fiction.

We have worked recently on an emphasis towards the pastoral side of reading and literature, and as such prioritised titles that address and support teen mental health.



EXTRA CURRICULAR

Congratulations to Emma in Y10, who has been offered a place on this year's First Story summer residential, in recognition of her outstanding application and commitment to the First Story Young Writers Programme.

The residential brings together sixteen young writers who have shown great potential from First Story schools across the UK for a week of creative writing. Throughout the week, students will be living and writing alongside their peers and participating in group creative writing workshops and one-to-one tutorials with three acclaimed writers.

We wish Emma the best of luck for this exciting opportunity.

HUMANITIES

Year 9 history students have started to investigate a topic of their choosing as a mini project.

This aims to develop their research skills and to allow them the opportunity to present on a topic that they enjoy or feel passionate about. Some students have already selected topics and these range from the development of Music through history to the impact of the Ottoman Empire.

Students with the best presentations will be shared with future year 9 students so it is literally an opportunity to stamp your name in history.

MATHS

Sparx Success

Congratulations to Laura and Anya, both in Year 8, who have achieved in excess of 100,000 XP points on Sparx Maths.

This is a phenomenal achievement, who knows what their end of year total will be!

MUSIC

Students across key stage 3 have been working hard to develop their performing skills. Year 7 have been learning to read notation and putting this to good use on the keyboards whilst years 8 and 9 have been developing their talents on the Ukuleles and learning a range of different pieces.

BEDROCK

Both Y7 and Y8 have been building on the progress they made in the second half of the spring term.

Student engagement is up across the board, but there is still room for improvement with a strong end to the year.

PE

A number of our students have represented the school at Shobnall Athletics Festival.

Our students competed in a number of events against twelve other schools across the Burton area. Our students represented the school incredibly well and held their own against a very strong field.

MFL

Some of our Year 9 pupils have been experiencing the cultural aspects of their Spanish learning this half term. Pupils have learnt about the Day of the Dead and will be designing their own masks after half term - which will be judged by the MFL Department. During their lessons, they also watched the film Coco and Ms Speed set them a challenging film translation quiz - can you work out any of the titles?

Watch out for the return of the MFL Film Klub after half term!

Traducción de películas

1. El Señor de los Anillos	
2. Los juegos del hambre	
3. Harry Potter y las Reliquias de la Muerte	
4. Enredados	
5. Piratas del Caribe: La maldición del Perla Negra	
6. Los Vengadores	
7. Batman v Superman: El Amanecer de la Justicia	
8. Eduardo Manostijeras	
9. Gru, mi villano favorito	
10. El Hombre de Hierro	
11. Salvar al soldado Ryan	
12. Los Cazafantasmas	
13. Crepúsculo	
14. El Gran Gatsby	
15. El Imperio Contraataca	

ATTENDANCE

If a student is not well, please contact the school on 01283 248800 and select Option 1 before 08.45am. If there is no answer, please leave a message or alternatively email attendance@paget.staffs.sch.uk

Attendance really matters. There is a clear link between a high rate of attendance and high achievement. If students are not in lessons they cannot learn! Every lesson really does count.

There may be a very good reason for absence from school for example genuine illness and other medical issues, however there are many other reasons that cause students to have time off from school. If there are any reasons which are causing your child to not attend school please do not hesitate to contact our Pastoral Team who can offer support to your child to improve their school life and attendance.

Students are required to attend school for 190 days each year. Paget High School target for absence is to keep it below 3% - this equates to 5 and a half school days - or 16 lessons.

Our attendance has started to improve - thank you for all your support.

On average a student with 8 missed school days per year lowers their GCSE grades by one whole grade.



GO4SCHOOLS

You can use Go4Schools to find the following information

- Marks and Target Grades
- Timetable
- Attendance
- Progress Reports
- Behaviour Information
- Homework

Parents can access this information using the Go4Schools website and selecting the Parents Login option. If you are a first time user, click on the relevant tab to complete the details to enable you to access the content.

If you require any support, please contact the school.

OFFICE UPDATES

A new student reception area will be created in the next term. This will be the designated place for all student queries / requests including first aid.

Students will also need to report to student reception for signing in / out for appointments. This is currently being trialled from the Pastoral Office and is proving to be successful.

ParentPay - Please remember to check the account regularly and top-up to ensure that there is a positive balance at all times.

FREE SCHOOL MEALS

You may be entitled to free school meals for your child if you get any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)

- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

You can apply online at www.gov.uk/apply-free-school-meals

We are really happy to help - let us know if we can support you with an application by emailing office@paget.staffs.sch.uk or by calling the school.

TRANSITION

We are very excited to announce that our Year 6 transition day will take place on Thursday 4th July. We have lots of exciting activities planned for our new students ensuring that they understand the importance of being a student at Paget.

Our new students will be able to meet a number of new teachers and they will get an opportunity to attend a number of lessons during this exciting day.

We will also be running a parents Transition evening on the 4th July. We would love to welcome every parent / carer of our September 2024 Year 7 students to this evening, where questions can be asked and members of the leadership team will be present to share lots of exciting information about our new cohort of students who will begin their own Paget journey in September 2024.

What Parents & Carers Need to Know about PERSUASIVE DESIGN ONLINE

'Persuasive design' refers to the techniques that companies employ to influence our thoughts and behaviours when we're on the internet. These approaches can be spotted on websites, in apps and even as part of some video games. Persuasive design means that this content has been deliberately presented in a way that's intended to encourage you to spend your time or money (or both). These methods often prove highly effective at keeping people engaged and invested for longer than we might expect.

WHAT ARE THE RISKS?

POTENTIAL ADDICTION

In the digital world, persuasive design can make certain activities more addictive and harder to walk away from: some people may begin to feel anxious or irritated without access to their device or their favourite app, for example. It can also often leave users feeling isolated, as – if they spend most of their time on social media – they may start to find it difficult to talk to other people in real life.

MENTAL HEALTH CONCERNS

Scrolling online or gaming without regular breaks is proven to be harmful to our mental health. The constant bombardment of news stories (many of them negative), images and influencers' posts can create sensations of unease, uncertainty and FOMO (fear of missing out). Young people can get so immersed in this environment that they become less likely to spot misleading posts.

PROLONGED SCROLLING

Social media can draw any of us – regardless of age – into a continuous pattern of refreshing our screen, following posts and links down rabbit holes or reading countless comments made by others. This aimless scrolling can eat up time which could have been spent on more productive activities. It could also lead younger users into areas of the online world which aren't age appropriate.

SENSORY OVERLOAD

Repetitively scrolling, clicking on links or playing games can create an unending stream of new information and visual stimuli. Put it this way: social media isn't exactly renowned as a carefree, chilled-out environment. Such overstimulation can become too much for young people to handle, resulting in sensory overload and causing them to feel stressed, overwhelmed and exhausted.

COSTLY ADDITIONS

Video games sometimes display offers for downloadable content or loot boxes which can be bought with real money. While these 'microtransactions' temptingly promise to improve a player's gaming experience, most of the time they are money sinks. Young people in particular, excited by the chance of enhancing their game, could spend quite a sizeable sum very quickly indeed.

PHYSICAL CONSEQUENCES

Hours spent sitting and scrolling means far less time moving around and getting exercise: hardly ideal for a young person's physical health. Additionally, prolonged exposure to the light given off by a phone's screen can lead to eye fatigue and discomfort, especially if viewing it in the dark. Extended phone use before bed can also impact on sleep quality, affecting mood and energy levels over the following days.

Advice for Parents & Carers

ESTABLISH LIMITS

Talk to your child about setting some time limits on how long they can use their phone, tablet or console in the evenings or at weekends – or perhaps how often they can go on a specific app, game or website. You could also decide to involve the whole family in creating this shared screen time agreement, making things fair (and healthier) for everyone.

NIX NOTIFICATIONS

Stop knee-jerk responses at the source by turning off push notifications and alerts. Whether it's a gaming notification or a social media update, these not-so-gentle reminders are designed to catch our attention and lure us back to our device. Switching them off – or even deleting any particularly intrusive apps – can help prevent your child from being reeled back into the online world.

ENCOURAGE MINDFULNESS

Acknowledging any addiction is key in overcoming it – and compulsive scrolling is no different. If anything mentioned in this guide sounds familiar, it could help to have an honest, open chat with your child about how much time they spend online. Get them to think about how often they scroll through social media aimlessly or habitually open it up whenever they have a spare moment.

MAKE A CHECKLIST

Considering a list of relevant questions can be an effective way of helping children figure out why they're scrolling on certain sites or consuming particular pieces of content. A checklist can prompt young people to ask themselves if they're learning anything or benefiting from this activity – or if they're wasting their time. Taking a step back can sometimes help us to see things more clearly.

Meet Our Expert

Rebecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE). As well as delivering workshops and training for young people, parents and schools, she is also a subject matter expert on RSHE for the Department of Education.



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10 Top Tips for Parents and Educators

ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

1 CREATE A SAFE SPACE



Criticism, blaming or shaming can all prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.

2 CONSIDER OTHER OUTLETS



Some children may find it easier to talk while they're participating in another activity such as drawing, writing, walking or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something side by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.

3 NORMALISE CHATS ABOUT FEELINGS



Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"

4 LISTEN ACTIVELY



When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or 'teenage angst' – or to assume that they'll simply 'get over' whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.

5 ASK OPEN QUESTIONS



Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"

6 RESPECT THEIR BOUNDARIES



If a child isn't ready to talk to about something yet, respect their boundaries: this reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.

7 LEAD BY EXAMPLE



Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and yourself, because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.

8 HAVE REGULAR CHECK-INS



Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here: you could consider regular trips to a coffee shop or a café, or just a weekly walk.

9 PROVIDE RESOURCES



It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as Kooth or YoungMinds.

10 CELEBRATE EMOTIONAL EXPRESSION



It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health – a barrier that can be overcome, with enough love and support.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



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