



Nicholas Chamberlaine School

# NEWSLETTER

*Successful Learners | World Citizens*

Friday 1st March 2024

Dear NCS families,

Over the course of the last few weeks we have been going through a process of refining our expectations of behaviour for learning at Nicholas Chamberlaine School to ensure your child gets the very best from their time at school. In just a few short weeks we have seen a significant improvement in how pupils wear their uniform and the way in which they conduct themselves at school. We know that setting the conditions for learning are imperative in ensuring we realise our ambition for High Achievement, Wide Horizons and Proud Traditions. We thank you for your support in upholding these standards.

This week I have been delighted to sign off on the proposed GCSE options for our Year 9 pupils for when they progress to Year 10. We will now be planning to develop our curriculum further to ensure that we are teaching your children the very best of what has been said and done. We have made some excellent appointments in our teaching and learning team over the last few weeks and are looking forward to welcoming our new colleagues in the coming months.

Year 11 complete their final trial exams this week. During the last week of this term we will hold our parents evening to ensure that your child is given everything they need in the final stretch leading to their terminal exams in the summer term. Your attendance this evening is an essential part of our partnership and joint work in getting the very best outcomes for your children.

I look forward to writing to you again in the coming weeks where I am confident we will be reaping the benefits of our higher expectations of behaviour for learning, especially in the outcomes our pupils go on to achieve.

Warmest regards,

Peter Gilbride  
Head of School

Alison Ramsay  
Executive Head

## Proud Traditions

Pages 2-9

## Wide Horizons

Page 10

## High Achievements

Page 11

## Updates

Pages 11-17

## Key Dates

Year 11 Mock Exams  
26th Feb—8th March

Friday 1st March  
Founders Day

Thursday 21st March  
Year 11 Parents' Evening  
4.30-7.00pm

Monday 25th March—  
Friday 5th April  
Easter Holidays

## Founders Day



This year we celebrated our ninth Founders Day, a time to reflect on our origins and what it means to be a Griffin; a time to reflect on our roots, our identity and our journey.

We are a family of schools and a generation of leaders, teachers, administrative and support staff whose single focus is to create and sustain 'great' schools, where children discover who they are and work to make the very best of their talents and interests, conscious that the world will be theirs to lead and protect.

We enjoyed a family breakfast for all staff and students, in our family dining area to start the day, followed by family assemblies, where we took the time to celebrate our Proud Traditions, including our community services, fundraising activities and Wide Horizon events and opportunities that have taken place over the past academic year.

This was then followed by an award ceremony which recognised our Griffin role models High Achievements at NCS in the Arts. Our IV form student leaders lead the assemblies.

## FOUNDERS DAY 2024

### What it means to be a Griffin

Griffins have **Wisdom**, they are **Inquisitive** – they seek to learn, and learn to seek.  
-**Scholarly** – they expect more than the accumulation of information.  
-**Articulate** – they express ourselves clearly as individuals and as part of a collective.

Griffins have **Courage**, they are **Honest** – they act with integrity, respect and dignity.

-**Open-minded** – they appreciate the traditions, history and stories that shape our culture.

-**Innovative** – they take risks, as 'fortune favours the brave'

Griffins show **Leadership**, they are **Visionary** – they empower and do not diminish.

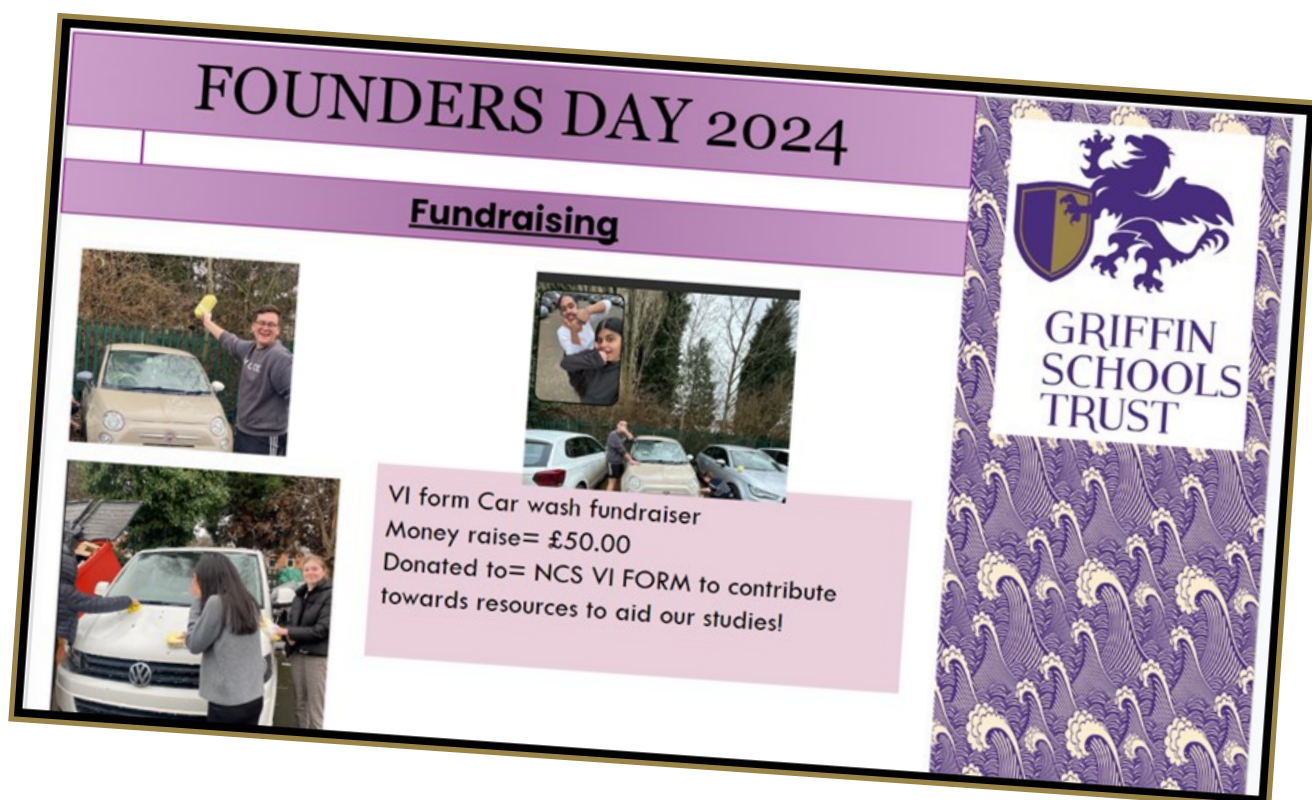
-**Empathetic** – they commit to making a positive difference in the world.

-**Reflective** – they draw on our strengths and recognise our areas of weakness.



GRIFFIN  
SCHOOLS  
TRUST

## Founders Day





# Proud Traditions

## Founders Day

**FOUNDERS DAY Arts Award**

**KS3 MiSST Award**




Y7 - Biyon      Y8 - Zara      Y9 - Ella



**GRIFFIN SCHOOLS TRUST**

**FOUNDERS DAY Arts Award**

**Musician of the year KS4**

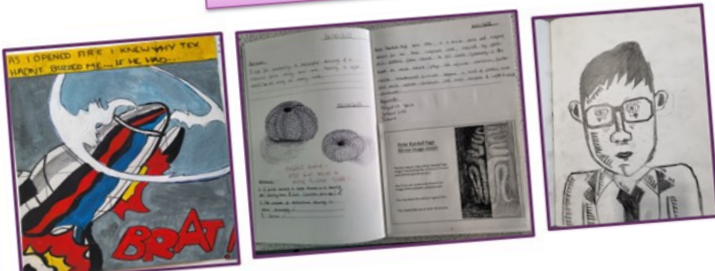


Y10 - Sylar  
Y11 - Ruby

**GRIFFIN SCHOOLS TRUST**

**FOUNDERS DAY Arts Award**

**Artist of the year KS3**

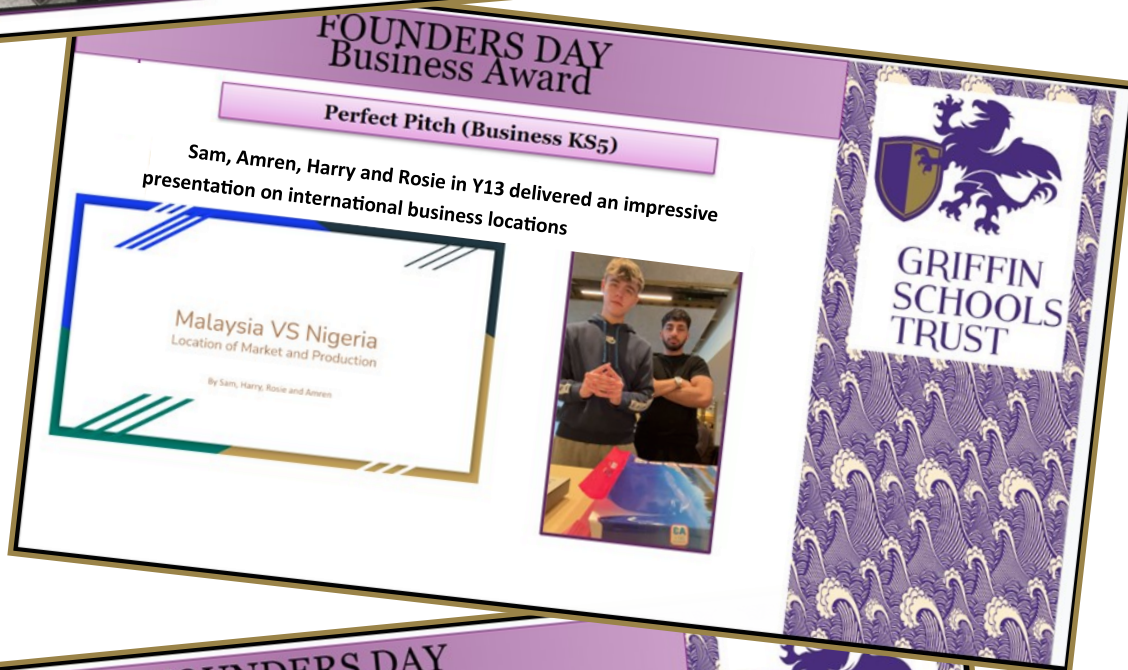


Examples of Year 7 portraiture, year 8 Pop Art and year 9 Natural forms

**GRIFFIN SCHOOLS TRUST**



## Founders Day





# Proud Traditions

## Founders Day





# Proud Traditions

## Founders Day

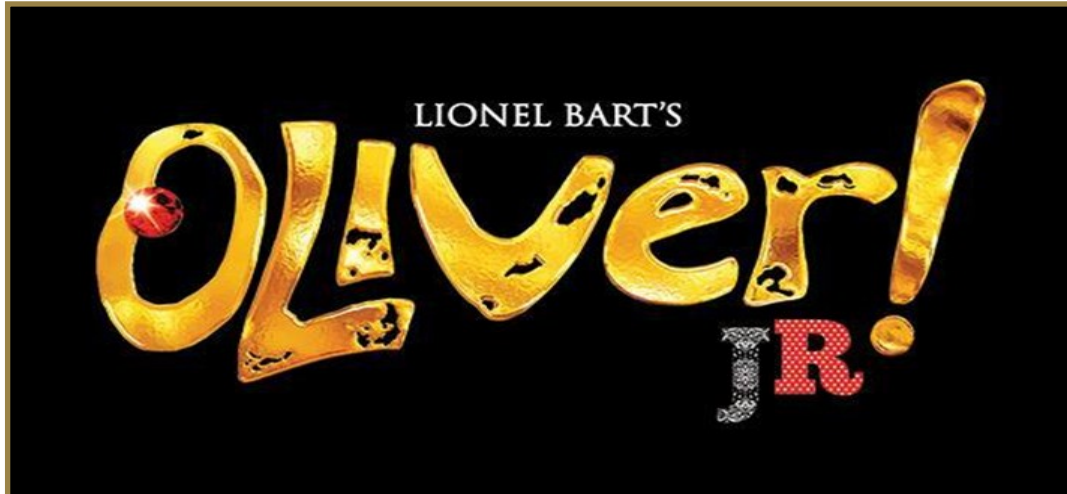




## Proud Traditions

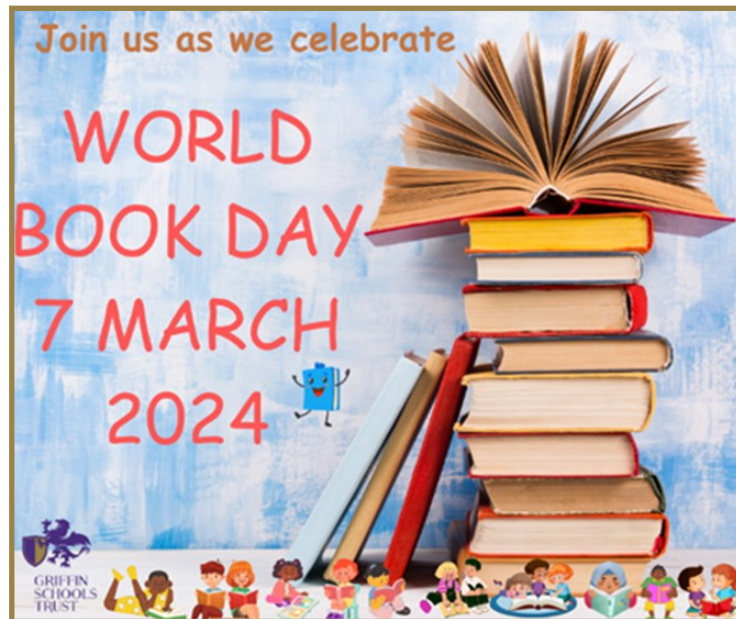
### Annual school performance

We're excited to announce that our next school musical will be Oliver Jr. Oliver is a young orphan living in Victorian England. After escaping a workhouse and an horrid apprenticeship, he finds himself amongst a group of petty thieves and pickpockets, and so begins Oliver's whirlwind adventures and his search to find the true love of a family.





## World Book Day 2024



Take part in the GST Book Double Challenge 2024!

Inspired by The New York Public Library and the Getty Museum Art Challenge, which took place a few years ago.

We would like you to recreate your favourite book cover as creatively as you can!



You can replace cartoons with humans, recreate a photograph, or get creative with your lego or any artistic materials

The competition is open to all GST Students.

There are prizes available for the top 3 entries from each Key Stage

Please email the GST Office with your name year group and school when sending your email.

Entries must be received by World book Day: 7 March, 2024

[www.worldbookday.com](http://www.worldbookday.com)

## National Careers Week



National Careers Week takes place from the 4th March to 9th March and is an opportunity for all students to find out more about future careers.

To support parents and students, a free guide can be obtained from website - *The Parents Guide To...* <https://www.theparentsguideto.co.uk/free-resources>

As a community, Bedworth is an area of innovation, particularly in sectors such as engineering. We are fortunate to have major cities within easy reach and world leading universities on our doorstep. As a school, we actively promote opportunities and encourage students to take these up - be they our links with the University of Coventry (FutureGrads), the University of Warwick (Experience Warwick) or our JLR Schools Partnership programme. In addition, we invite all students to participate in virtual work experience through *SpringPod* [www.springpod.com/](http://www.springpod.com/) or *Speakers for Schools* [www.speakersforschools.org/vwex/](http://www.speakersforschools.org/vwex/)

For students currently in Year 10, there is also the opportunity to take part in Unifest, a residential university programme that is free to take part in and takes place during the summer term. Details of how to apply can be found here: <https://aimhigherwm.ac.uk/unifest/>

Ensuring that our students progress on to a positive destination of their choice is at the heart of what we aim to achieve as a school and we have a dedicated careers website that students and parents can access <https://sites.google.com/nicholaschamberlaine.co.uk/nicholaschamberlainecareers/home>

## Year 10 Sports Studies

Our Y10 sports studies students were able to try out some state of the art sports performance technology by completing some Neuro training with I-Brain Tech.

The session allowed the students to try cognitive training which involves them completing a series of football drills virtually using a sensory cap and thinking through the drills.

I-brain tech work with professional football and basketball teams and boat that their training leads to a 34% improvement in cognitive function in 8 weeks due to increase in focus and concentration.

The students very much enjoyed the workshop and it provided them with an opportunity to use some of the most update methods of performance improvement in elite sport. They will be able to make links to this experience when they study the “technology in sport” unit. We are also hopeful that the experience will broaden the students knowledge of potential career pathways after they finish school.





## High Achievement

### Year 9 Netball

The year 9 netball team took part in a tournament and played some amazing netball. They have been working really hard at training, preparing for the sports tour. They won lots of their games. students for supporting and fitting in so well to the team.' Students were encouraging each other on and



## Updates

### Support and Advice for Families

Information for Parents/Carers

There are lots of services available in Warwickshire that offer support and advice for families. There are a variety of workshops and events that you can sign up for. Please see the list of organisations below and how to find out more information.

#### **RISE - Variety of support for well-being**

<https://cwrise.com/>

#### **Community Autism Support Services - Parent Workshops**

<https://casspartnership.org.uk/training-and-education/>

#### **Updated Information for Neurodivergent People and their Families**

<https://dimensions.covwarkpt.nhs.uk/News.aspx?NID=26>

#### **Warwickshire SEND Local Offer**

<https://www.warwickshire.gov.uk/send>

#### **Support and Advice for Families in Warwickshire**

<https://www.warwickshire.gov.uk/childrenandfamilies>

**Family Information Service—01926742274**

## Expectations for Behaviour

### Start of Lesson

- Line-up quietly outside of the classroom where appropriate
- Write and underline the date and title
- Promptly begin the starter activity



### Punctuality

- Students have 5 minutes between lessons
- Students must leave and go straight to lessons—no laps or waiting for friends
- Minutes late will be logged and monitored this week
- Late for school will be 10 minutes hold back every



### How we speak to each other—respect

- In school we insist on inside voices—there is no need to shout!
- Swearing is never acceptable



### Mobile phones

- All phones are to be switched off and in bags
- If students are caught with a phone it will be confiscated until the next day and parents can to collect it
- If it confiscated again it will be held in the school safe for a week
- If students need a phone to get home safely we can supply a safeguarding phone



### Equipment Reminder

Equipment Please ensure your children have the following for every day at school

- |                |                                 |
|----------------|---------------------------------|
| • 2 BLACK pens | • Calculator                    |
| • 1 GREEN pen  | • Reading book (Years 7-9)      |
| • Pencil       | • Revision material Years 10-11 |
| • Ruler        | • Pencil case                   |
| • Rubber       |                                 |





At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [nationalcollege.com](https://nationalcollege.com) for further guides, hints and tips for adults.

## What Parents & Carers Need to Know about ONLINE DATING & RELATIONSHIPS

### WHAT ARE THE RISKS?

Most online dating apps claim to be for over-18s only but, in some cases, relaxed age verification also allows children to access them. What's more, some popular social media platforms use similar design features to many dating sites – blurring the line between why a young person initially downloads an app and what they actually end up using it for.

### ONLINE GROOMING

Online grooming is when someone forms a connection with a child in the digital world and carefully cultivates this relationship with the intention of manipulating the child into doing something sexual or illegal. The process involves gaining the young person's confidence – which can make them far less likely to tell a trusted adult about their new online 'friend', or to recognise what is even happening.

### WEBCAM BLACKMAIL

Some young people have been coaxed into getting nude or semi-nude on a video chat with someone they met on a dating platform. They're then told that, unless they hand over a certain amount of money, a recording of the video will be posted online (or possibly sent to their contacts). This can be hugely traumatic for a young person and, in extreme cases, has resulted in self-harm and even suicide.

### DAMAGE TO SELF ESTEEM

Many dating platforms encourage users to rate the images that people upload; this has clear potential to negatively impact a young person's self esteem. On some apps, pictures of a user's face and body can be rated anonymously, with notifications informing them if someone has then declined to match with them. This form of rejection can feel extremely hurtful and degrading.

### CATFISHING AND SCAMS

Creating a false identity to deliberately lure people into a relationship (whether romantic or platonic) online is known as catfishing. Commonly, someone pretends to share interests or beliefs with their victim and gradually gains their trust. A young person's feelings for this fake 'friend' may cloud their judgement and can lead to them surrendering money, personal images, passwords and so on.

### STALKING AND HARASSMENT

Stalking is obsessive behaviour by a fixated individual which disrupts their victim's life; it can bring severe distress and even the fear of violence. There have been frequent reports of stalking cases that originated on dating apps, with perpetrators creating new accounts in response to being reported or blocked. It's a particular cause for concern if a young person has ever given out personal details (such as their street or school name) online.

## Advice for Parents & Carers

### KEEP THE CONVERSATION GOING

Reassure your child that they can always talk to you about anything online that's worried them. Emphasise that if they're being sent unwanted images – or if they've shared images or video content themselves – they should tell you straight away. Discuss the potential risks of online dating and check in with them frequently to ensure that they're feeling comfortable about their online relationships.

### TAKE A 'SAFETY FIRST' STANDPOINT

Encourage young people to be careful about who they send invitations to – and accept them from – on dating sites and apps. Familiarise yourself with how to adjust the privacy settings on your child's devices and apps to help them control who can access their profiles and information. Talk to your child about why it's unwise to share any sensitive, private or confidential information in their profile.

### PROTECT CONTACT DETAILS

If a young person is interested in using online dating sites or apps, strongly encourage them to choose one that offers the facility to conceal both parties' email addresses when messaging prospective dates. If that's not possible, ensure that the young person sets up a separate email address which doesn't include their real name. This is easy to do via providers like Hotmail, Yahoo! Mail or gmail.

### HIGHLIGHT COMMON DANGER SIGNS

Talk to your child about some of the obvious red flags in online dating: requests for money, for instance, should always ring alarm bells. Likewise, if a young person is in contact with someone who they feel is pressuring them into providing personal or financial information – or who they suspect is trying to trick them into it – they should end communication immediately and contact the dating service provider.

### 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.



The National College

NOS National Online Safety  
#WakeUpWednesday

@natonlinesafety

/NationalOnlineSafety

@nationalonlinesafety

@national\_online\_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 14.02.2024



At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit [nationalcollege.com](https://nationalcollege.com).

## 10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

### 1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

### 2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

### 3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

### 4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

### 5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

### 6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

### 7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

### 8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

### 9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

### 10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

### Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College

[@natonlinesafety](https://twitter.com/natonlinesafety)

[/NationalOnlineSafety](https://facebook.com/NationalOnlineSafety)

[@nationalonlinesafety](https://instagram.com/nationalonlinesafety)

[@national\\_online\\_safety](https://youtube.com/national_online_safety)

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.02.2024



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

### 1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.



### 2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

### 3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

### 4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

### 5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

### 6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

### 7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

### 8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

### 9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

### 10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

### Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



Source: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/780040/survey\\_of\\_pupils\\_and\\_their\\_parents\\_or\\_carers-wave-5.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780040/survey_of_pupils_and_their_parents_or_carers-wave-5.pdf)  
<https://www.waocd.org/education/data/totl2018tables.htm> | [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/821070/health-behaviour-in-school-age-children-cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821070/health-behaviour-in-school-age-children-cyberbullying.pdf)



@natonlinesafety



/NationalOnlineSafety



@nationalonlinesafety



@national\_online\_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 28.02.2024





## BEDWORTH MINI AND JUNIORS



# BE PART OF THE TEAM!

**Bedworth RFC are  
looking for children  
from 4-16 to join  
our club!! Girls and  
Boys**

**No experience necessary,  
just come along and join  
the family. We offer  
training on Sundays and  
midweek for certain age  
groups.**

**Sundays 10:30-11:30.  
Nicholas Chamberlaine  
School playing fields**



**Find us on Facebook and  
drop us a message.**





**ELEVATION**

Press Esc to exit full screen

**HAF**

For HAF eligible young people  
aged 8-15 years

# EASTER HAF CAMP BMX TRACK ACTIVITIES

**Easter week**  
**25th March to 28th March**

Young people will also take part in S.T.E.M. Challenges,  
Arts & Crafts and a healthy lunch each day of camp

**[www.elevationx.uk/  
nuneaton-haf](http://www.elevationx.uk/nuneaton-haf)**

