



Sharples

SCHOOL

Newsletter

ISSUE 396
22nd April 2022

Year 9 - Prepare to visit Seville, Spain

On Monday, 54 Year 9 students will be travelling to Seville, Spain to meet their pen pals from our partner school in Seville - Ies Punta Del Verde. In preparation for our trip, the students have stayed behind after school to practise their Spanish speaking skills, and are excited to put them into practice when they arrive.



The students will be in Spain for the week, and will have a jammed packed schedule. Some activities include a river cruise on the Guadalquivir River, a tour of Seville city from our partner school. Students will also visit our partner school, before having a tour of a local food production company to investigate how learning a language can open many different career opportunities. The students are also taking part in a competitive treasure hunt at Maria Luisa Park which has been prepared by our partner school. On the last evening, the students will have a Sharples family meal at a Spanish tapas restaurant with our partner school.

Finally, thank you to the parents/carers who came to our information evening yesterday. Please don't forget that on Saturday from 09:00am - 11:00am we are running the PCR tests for those students who are not vaccinated against COVID-19. Please come to the Health Hub at Sharples School, and we will be located in the Pavilion.



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Year 10 Step Up

With GCSEs on the horizon for Year 11, our Year 10 students are stepping up this term to their role as the most senior students in the school.

Interviews for the first round of Gold Ties have begun this week and there have been a number of revision and coursework preparation sessions for this year group, with fantastic turnout! Keep it up Year 10!

Year 9 are off to Seville!

On Monday next week we are delighted that Year 9 will be travelling to Seville with their Senior Head of Year Mr Jackson. Miss Liddy successfully secured funding from the national Turing Programme to take 54 students on a cultural and language visit! We look forward to hearing all about the trip on your return!



Information Regarding Bus Services

Please be aware that from Monday, 25th April, the 929 school bus service will be cancelled and replaced by an equivalent journey on service 537.

This decision has been made by Transport for Greater Manchester.

The 928 service remains unchanged.

Please click [here](#) to find a summary of the school bus services for Sharples which are available from Monday, 25th April.



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English Department's Stars of the Week

Work of the Week

Year 7

Hannah D has written an excellent persuasive letter. [Click here to view page 1](#), [here for page 2](#) and [here for page 3](#).

Year 8

Isa H has done some brilliant work on improving his poetic inferences. [Click here to view the piece of work](#).

Year 9

Chloe J has done some excellent work on context for Othello. [Click here to view page 1](#) and [here for page 2](#).

Year 10

Sara K has made some brilliant improvements on her speech writing task. [Click here to view the piece of work](#).

Year 11

Jess H has written a fantastic lively article. [Click here to view page 1](#), [here for page 2](#) and [here for page 3](#).

Readers of the Week

Year 7

Saarah Ally for reading Animal Farm to the class with confidence.

Year 8

Maariya Mohammed for her reading performance of Macbeth.

Year 9

Kiza Charles for her efforts independently reading an excerpt from Great Expectations.

Year 10

Abdullah Fazal and Owais Munshi for taking on the roles of Romeo and Juliet and delivering lines in an interesting manner.

Year 11

Joe Robinson for understanding and challenging different interpretations of a text.



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Lunch Clubs (April - July)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------------|---|--------------------------------------|-------------------------------------|--|
| Y7 Football (Big Astro) - AHM & CCH | Y9 Football (Big Astro) - PGR & AHM | Y9 Football (Big Astro) - JBA & AHM | Y7 Football (Big Astro) - CCH & AHM | Y7 & Y8 Football (Big Astro) - AHM & CCH |
| Rounders (SH/Field) - GBA & SCU | Cricket (SH/Field)- JBA & CCH | Cricket (Field) - CCH & PGR | Cricket (SH/Field)- JBA | Cricket (Field) - JBA |
| Cricket (Field)- JBA | Yr 7/8 Dodgeball (Upstairs Gym) - SCU/GBA | Just Dance (Sports Hall) - SCU & GBA | Rounders (Field) - SCU & GBA | Rounders (SH/Field) - GBA & SCU |



After School Clubs (April - July)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------|-----------------------------------|-----------------------------|--------------------|----------|
| Yr 7 & 8 Swimming Club (SHARP) | Yr 7/8 Football practice | Running club- all years | Boys fitness suite | No Clubs |
| Girl's Fitness Suite | Girl's Netball practice all years | KS3 swimming (PLES1) | Rounders all years | |
| Cricket practice- All Years | Basketball practice all years | Yr10 Sports Studies ALS- N1 | | |
| | | KS3 Athletics | | |

Week beginning 25th April

Sharples School, Hill Cot House, Hill Cot Rd. Bolton, BL1 8SN

Tel: 01204 333253

Fax: 01204 333250

www.SharplesSchool.co.uk



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Attendance Information

Reporting an absence:

If your child is too ill to attend school, please contact the school before 9.30am with full details of your child's illness/symptoms. The attendance email is the easiest way to contact school as the phone line can get very busy.

The school attendance email is: attendance@sharplesschool.co.uk

If we are unable to make contact and you do not provide a reason for your child's absence, this absence will be recorded as unauthorised.

Attendance Data

Year Groups attendance this week:

Year 7 = 94.79%
Year 8 = 94.99%
Year 9 = 95.04%
Year 10 = 94.44%
Year 11 = 92.71%

Best forms this week:

7H = 98.86%
8S1 = 99.05%
9S = 100%
10H = 99.43%
11S1 = 100%

151 pupils have achieved 100% this academic year

Date for your Diary

Monday 25th to
Friday 29th April -
Year 9 Spain Trip

Wednesday 27th
April - Year 8
UKMT Maths
Challenge

Thursday 5th May
- Year 9 Parent's
Evening (4:00 –
7:00pm)

Career of the Week: Food Scientist

Food scientists and food technologists develop food and drink products, making sure they are safe to consume.

Average Salary: £ 20,000 (Starter) to £45,000 (Experienced)

Typical hours: 39 to 41 (per week)

You could work: evenings on shifts



Qualifications:

- You can apply for this job through a university course, an apprenticeship or working towards the role.
- 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English, maths and science.
- 1 or 2 A levels, or equivalent, for a foundation degree or higher national diploma.
- 2 to 3 A levels, or equivalent, for a degree.

Skills required:

- Knowledge of chemistry including the safe use and disposal of chemicals.
- Knowledge of manufacturing production and processes
- Maths knowledge.
- Knowledge of biology.
- Knowledge of food production methods.
- To be thorough and pay attention to detail.
- Analytical thinking skills.

Relevant Subjects:

- Maths, English, Science & Food Technology.

Information sourced from: <https://nationalcareers.service.gov.uk/job-profiles/food-scientist>



Careers &
Enterprise
at Sharples School

Sharples School, Hill Cot House, Hill Cot Rd. Bolton, BL1 8SN

Tel: 01204 333253

Fax: 01204 333250

www.SharplesSchool.co.uk

What children need to know about

ONLINE BULLYING



Why does it happen?

GOING ONLINE MAKES IT EASIER FOR PEOPLE TO SAY AND DO THINGS THEY PROBABLY WOULDN'T DO FACE TO FACE. ONLINE BULLIES DON'T GET TO SEE THEIR VICTIMS' REACTIONS IN REAL LIFE, SO THIS CAN COOON THEM FROM THE REAL DAMAGE THAT THEY ARE DOING. QUITE OFTEN, PEOPLE BULLY BECAUSE THEY ARE GOING THROUGH SOMETHING DIFFICULT THEMSELVES AND TAKING IT OUT ON OTHERS IS THE ONLY WAY THEY KNOW HOW TO GET CONTROL OF THEIR OWN EMOTIONS.



What is online bullying?

ONLINE BULLYING – ALSO KNOWN AS CYBERBULLYING – IS BULLYING THAT TAKES PLACE ON THE INTERNET OR VIA ELECTRONIC DEVICES AND MOBILE PHONES. IT CAN INCLUDE:

1. SENDING SOMEONE MEAN OR THREATENING EMAILS, DIRECT MESSAGES OR TEXT MESSAGES
2. HACKING INTO SOMEONE'S ONLINE ACCOUNT
3. BEING RUDE OR MEAN TO SOMEONE WHEN PLAYING ONLINE GAMES
4. POSTING PRIVATE OR EMBARRASSING PHOTOS ONLINE OR SENDING THEM TO OTHERS
5. CREATING FAKE SOCIAL MEDIA ACCOUNTS THAT MOCK SOMEONE OR TRICK THEM
6. EXCLUDING SOMEONE FROM AN ONLINE CONVERSATION OR BLOCKING THEM FOR NO REASON

How does it feel to be bullied?

BEING BULLIED CAN IMPACT ON YOUR SELF-ESTEEM, CONFIDENCE AND SOCIAL SKILLS. BECAUSE IT HAPPENS ON YOUR PHONE, TABLET OR COMPUTER, IT CAN FEEL LIKE YOU ARE UNDER THREAT EVEN WHEN YOU'RE IN A SAFE ENVIRONMENT, SUCH AS YOUR BEDROOM. DON'T FORGET...IT IS NOT YOUR FAULT IF YOU'RE BEING BULLIED.



Am I an online bully?

SOMETIMES IT ISN'T OBVIOUS THAT WHAT YOU ARE DOING IS WRONG, BUT IF YOU USE DIGITAL TECHNOLOGY TO UPSET, ANGER OR EMBARRASS SOMEONE ON PURPOSE, THIS MEANS YOU'RE INVOLVED IN ONLINE BULLYING. IT MIGHT BE AS SIMPLE AS 'LIKING' A MEAN POST, LAUGHING AT AN ONLINE VIDEO, OR SPREADING A RUMOUR, BUT THE PERSON BEING BULLIED COULD FEEL LIKE THEY ARE BEING GANGED UP ON. THINK ABOUT HOW IT WOULD MAKE YOU FEEL IF IT HAPPENED TO YOU. EVERYONE CAN MAKE MISTAKES, BUT IT'S IMPORTANT TO LEARN FROM THEM – GO BACK AND DELETE ANY UPSETTING OR NASTY POSTS, TWEETS OR COMMENTS YOU'VE WRITTEN.

Who do I tell?

YOU DON'T HAVE TO DEAL WITH THE BULLYING ON YOUR OWN. TALK TO AN ADULT THAT YOU TRUST – A PARENT, GUARDIAN, OR TEACHER. MOST WEBSITES, SOCIAL MEDIA WEBSITES AND ONLINE GAMES OR MOBILE APPS LET YOU REPORT AND BLOCK PEOPLE WHO ARE BOTHERING YOU. YOU COULD ALSO CONTACT CHIDLIN (WWW.CHIDLIN.ORG.UK), WHERE A TRAINED COUNSELLOR WILL LISTEN TO ANYTHING THAT'S WORRYING YOU – YOU DON'T EVEN HAVE TO GIVE YOUR NAME.



BE KIND ONLINE

BEFORE PRESSING 'SEND' ON COMMENTS, ASK YOURSELF THESE 3 QUESTIONS...

1. WHY AM I POSTING THIS?
2. WOULD I SAY THIS IN REAL LIFE?
3. HOW WOULD I FEEL IF SOMEBODY SAID THIS TO ME?



How do I prove it?

WHEN CYBERBULLYING HAPPENS, IT IS IMPORTANT TO DOCUMENT AND REPORT THE BEHAVIOUR, SO IT CAN BE ADDRESSED – RECORD THE DATES AND TIMES WHEN CYBERBULLYING HAS OCCURRED, AND SAVE AND PRINT SCREENSHOTS, EMAILS, AND TEXT MESSAGES.



How can I stay safe?

MAKE SURE YOUR PRIVACY SETTINGS ARE SET SO THAT ONLY PEOPLE YOU KNOW AND TRUST CAN SEE WHAT YOU POST. NEVER GIVE OUT PERSONAL INFORMATION ONLINE, SUCH AS IN PUBLIC PROFILES, CHAT ROOMS OR BLOGS, AND AVOID FURTHER COMMUNICATION WITH THOSE SENDING THE MESSAGES. KEEP AWARE OF FAKE PROFILES AND INTERNET USERS PRETENDING TO BE SOMEONE THAT THEY ARE NOT.



#WakeUpWednesday

What Parents & Carers Need to Know about FACEBOOK

AGE RATING
13+

With 2.9 billion users, Facebook, owned by the recently rebranded Meta, is the world's most popular social media platform. It encourages interaction with other people by (among other things) adding them as friends, reacting to or commenting on their content, sharing images and videos, posting status updates, joining groups and playing games. Facebook is free, and anyone over 13 can join – but with no age verification, younger children can easily create an account: it's likely your child is already familiar with the platform, even if they don't yet use it themselves.

WHAT ARE THE RISKS?

ADDICTIVE NATURE

Facebook's quick reward cycle of likes and comments on shared posts can be hugely addictive. It encourages users to keep returning to post things and increases FOMO (the Fear Of Missing Out), which leads to people checking the app even more frequently and finding themselves endlessly scrolling through content.

CYBERBULLYING

A 2021 Ofcom report found that around one in four UK 12–15-year-olds had been cyberbullied or trolled (intentionally antagonised online). On Facebook, this can happen through private messages (on Facebook Messenger); hurtful comments on their profiles and posts; pages or groups set up purposely to torment a victim; or exclusion from pages or groups.

FUTURE IMPACT

Like most social media platforms, anything posted on Facebook leaves a permanent 'digital footprint'. This can have future consequences for young people: many universities and employers, for example, now review someone's Facebook timeline during the application process.

CONTACT FROM STRANGERS

Just like in the offline world, there are people on Facebook with malicious intentions. Ofcom reports, for instance, that 30% of 12–15-year-olds have received a friend request from a stranger. This, sadly, can include individuals seeking to take advantage of impressionable youngsters.

OVERSHARING

Facebook encourages you to post "what's on your mind", but children should be wary of revealing too much about themselves online. Users can give away their location by checking in or using Facebook Live, for example, while some photos can also be traced using file data.

INAPPROPRIATE CONTENT

Facebook monitors and removes material like hate speech or extreme political views, while adverts on the platform are now forbidden from targeting under-18s based on their interests. Offensive content isn't always taken down instantly, however, so there's still a risk of children encountering it.

VIDEOS AND STREAMING

Facebook Live lets users stream video live to their friends or watch others' broadcasts. Viewers can comment in real time, which is problematic to moderate. Short, user-created clips called Reels can now also be displayed on profiles and feeds. These video features could contain unsuitable material or allow children to be cajoled into doing something on camera that they wouldn't normally do.

Advice for Parents & Carers

KEEP ACCOUNTS PRIVATE

In the settings area, you can choose whether a Facebook profile is public or private. By far the safest option is to switch your child's to private, so they can only interact with people who they are friends with on the platform. Facebook's settings can also prevent your child's personal information (such as contact details, school name or date of birth) from appearing publicly.

SAVVY SHARING

Make sure your child realises that what they share online with friends can end up being shared again by others. It's important that they think about what they share online and who they share it with. Facebook's 'Audience Selector' gives users the option to filter who sees what they are sharing, whenever a status is updated, photos are uploaded or anything is posted.

ENCOURAGE SAFE FRIENDING

Facebook can help your child to stay connected with the people and the things that they care about. However, it's important for them to understand that they should only accept friend requests from people who they know. The key questions to consider are "has your child met them in person?" and "do they know and trust them enough to feel comfortable accepting them as a Facebook friend?"

RESPECT BOUNDARIES

Once you've talked about Facebook safety with your child, give them some space and trust them to make smart choices. Make it clear, however, that you're always open to discussing social media if they need to. In the early stages, you could occasionally review your child's social media activity with them to put your mind at rest – but take care not to become reliant on checking it every night.

LEAD BY EXAMPLE

Let your child watch you using Facebook – this will demonstrate how it can be used safely and appropriately, reducing the risk of them encountering harmful content themselves. Teach them the habit of thinking before sharing anything online and try to follow the same rules that you set for them – so if you agree time limits on your child's Facebook use, then you should stick to them, too.

BLOCK AND REPORT

On Facebook, you're able to report harmful content and block particular people or groups so they can't contact your child or view their profile. Before they start spending serious time on the platform, show your child how these features work and explain why they might need to be used. Facebook's Bullying Prevention Hub offers advice on dealing with harassment on the platform.

Meet Our Expert

Alex Wright is a former Facebook employee and social media expert with more than 15 years' experience in digital media. He has worked with some of the biggest organisations on the planet and has a vast understanding of how social media platforms work and how they engage their audience.



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