



Sharples

SCHOOL

Newsletter

ISSUE 397
29th April 2022

Letter Regarding Social Media

Dear Parent/Carer,

I am writing to you to clarify the school's approach to the misuse of social media. With an increasing number of students having access to technology, issues with the misuse of social media by school age children are increasing. To minimise incidents in school we have a zero tolerance on the use of mobile phones on the school grounds.

If any aspect of ICT is misused in the school or using our equipment we will identify and address this misuse. Fortunately, this type of misuse is incredibly rare and this is helped by the fact that students are not able to access any social media sites on our network.

Indeed, most of the inappropriate use of the internet is done from home or on students' mobile devices during evenings, weekends and holidays. This makes it very difficult for schools to investigate and take action.

The responsibility for monitoring a child's use of social media, or indeed the internet in general, must lie with parents/guardians. We strongly encourage you to discuss issues around this with your child. It is also worth noting the age limits for Facebook, Instagram, Whatsapp, Snapchat and TikTok, further information regarding these can be found on our recent newsletters and our website: <https://www.sharplesschool.co.uk/pastoral-support/>.

If your child is the victim of inappropriate use then we strongly recommend that you, as a parent/guardian, report the matter to both the social media service and to the police. However, to support you and your child the school will:

- Continue, through PSHE and assemblies, to educate students of the dangers of inappropriate use of the internet
- Continue to monitor the use of any form of ICT in normal school hours and the use of the school email system at all times, and will deal with anything deemed inappropriate
- Refer anything that we believe could be defined as, or could potentially lead to, a Child Protection issue to the appropriate external agencies
- Continue to support parents with advice on how to tackle inappropriate use either by their own child or others

I hope that you find this information useful and by working together, as outlined in this letter, I trust that we can keep all our students safe and well.

Yours faithfully,

Mrs C. Wood

Assistant Headteacher (Behaviour, Safety and Ethos)

[Click here to view this letter as the original PDF.](#)

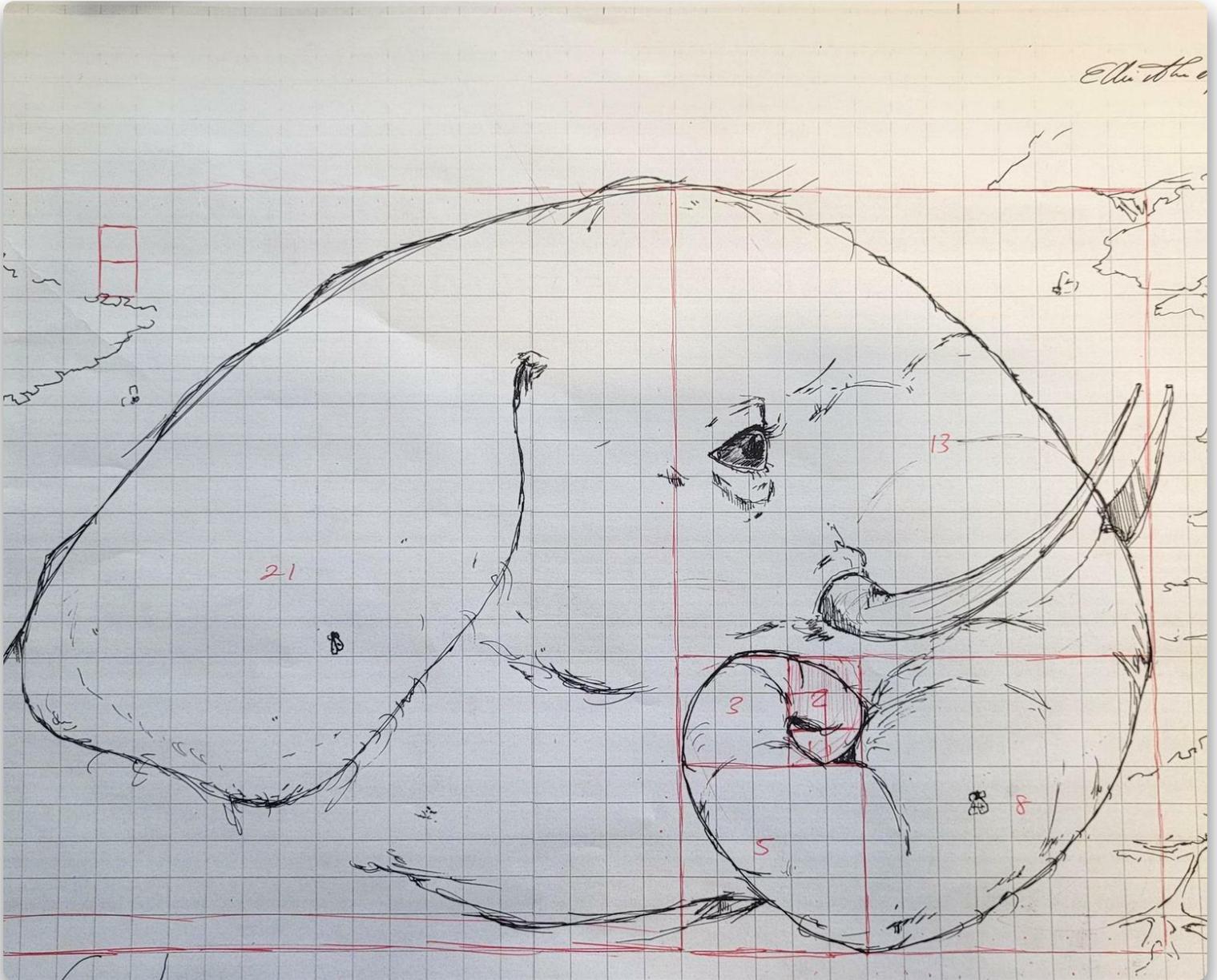


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Mathematical Sequences



This week Year 9 have been working on sequences in their maths lessons. As part of this students have looked at the Fibonacci Sequence - a sequence which can be found all throughout nature. We took this opportunity to look at the Golden Spiral which is created by using the Fibonacci Sequence. Some amazing pieces of work were produced and the Year 9s really enjoyed the chance to get creative during maths! Work pictured above is by Ellie Mae B.



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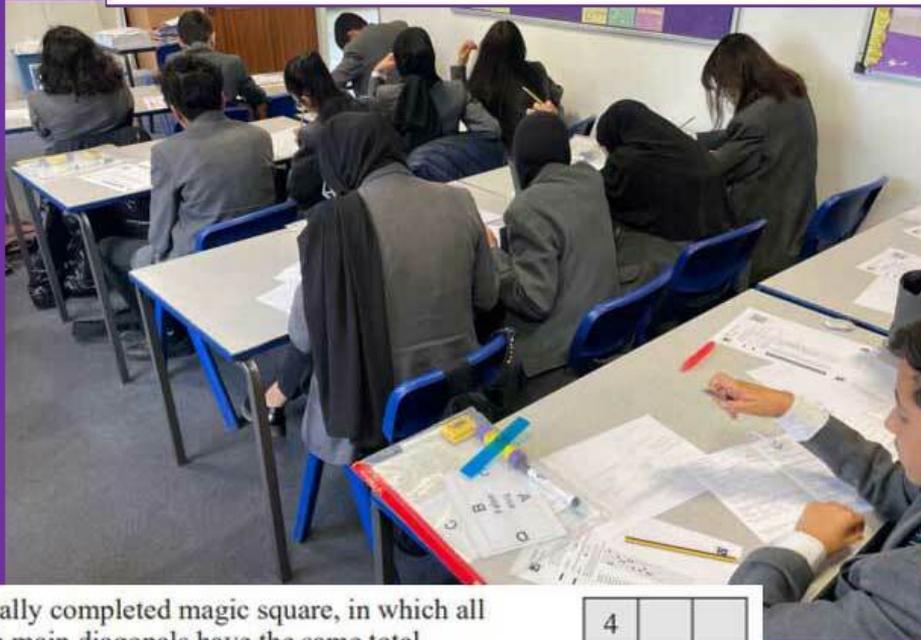
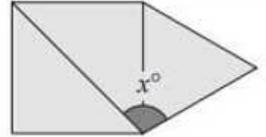
UKMT Junior Mathematical Challenge



The diagram shows an equilateral triangle, a square, and one diagonal of the square.

What is the value of x ?

A 105 B 110 C 115 D 120 E 135



The diagram shows a partially completed magic square, in which all rows, all columns and both main diagonals have the same total.

What is the value of $x + y$?

A 10 B 11 C 12 D 13 E 14

4		
	7	y
6	5	x



On Wednesday 127 Year 8 students took part in the national UKMT Junior Mathematical Challenge. The challenge consists of 25 multiple-choice questions that encourage mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems. The problems on the Junior Mathematical Challenge are designed to make students think. Most are accessible, yet still challenge those with more experience.

All students who took part in the challenge will receive a Certificate of Participation. Students who score within the top 50% nationally will receive Bronze, Silver or Gold certificates depending on their scores and the student that performs the 'best in school' will receive a badge on their certificate to denote this. In addition there may be an opportunity for students who are among the highest performers nationally to take part in regional or national competitions against other schools.

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English Department's Stars of the Week

Work of the week

Year 7

Essa M has done some brilliant improvement work on his persuasive writing task. [Click here to view the piece of work.](#)

Year 8

Lexi E has done some great work on exploring quotations in Macbeth. [Click here to view the piece of work.](#)

Year 9

Umamah K has written a great review. [Click here to view the first page](#) and [here for the second page.](#)

Year 10

Habiba S has written an excellent analytical piece on Romeo and Juliet. [Click here to view the first page](#), [here to view the second](#) and [here for the third page.](#)

Year 11

Logan T has written an excellent persuasive letter. [Click here to view the first page](#) and [here for the second page.](#)

Readers of the Week

Year 7

Lewis H for reading with more fluency.

Year 8

Macauley B for reading a lengthy and difficult Macbeth role.

Year 9

Bethany K for discussing her reading of Mary Shelley with passion.

Year 10

Finley T for his reading of Tybalt.

Year 11

Fatima M for confidently reading her own work to the class.



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Science Enrichment - Women's History Month

Last month was Women's History Month and so the Science team ran a creative bunting competition for our younger students to celebrate the contributions of female Scientists throughout history.

Congratulations to the winners, Abigaelle (1st), Umamah (2nd) and Hatim (3rd) who received a bag of chocolates and Sharples goodies!



Please click the link for more information about Women's History Month:
<https://womenshistorymonth.gov/>

Mr J. Harding - Science Enrichment Coordinator

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Ice Hockey Success



Year 10 Student Abbie A won all of her weekend Ice Hockey games against Milton Keynes Falcons, Sheffield Shadows and Blackburn Hawks respectively. Abbie plays for Manchester Storm Juniors & Nottingham Vipers and achieved great success last weekend. This is another great example of PE, Health & Character in a sport which may not be familiar to some!

Well done Abbie and keep up the fantastic work!

If there are any other students that take part in any physical activity or sports outside of school, please send pictures and details of these to your PE Teachers and we would be happy to show these off on our Twitter & in the Newsletter!



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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
Bank Holiday	Staff Training Day	Running club- all years	Clubs cancelled due to Yr 9 Parents Evening	No Clubs
		KS3 swimming (PLES1)		
		Basketball practice		

Week beginning 2nd May



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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 = 95.55%
Year 8 = 95.97%
Year 9 = 94.62%
Year 10 = 95.18%
Year 11 = 93.34%

Best forms this week:

7H = 98.67%
8P1 = 99.64%
9H = 99.06%
10H = 98.67%
11L = 100%

146 pupils have achieved 100% this academic year

Date for your Diary

Monday 2nd May -
Bank Holiday
(School closed)

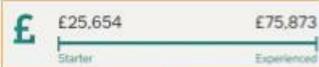
Tuesday 3rd May -
Staff Training Day
(School closed to students)

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

Career of the Week: Anaesthetist

Anaesthetists are doctors who give anaesthetics to patients before, during and after surgery.

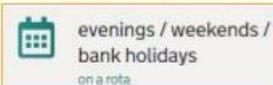
Average Salary:



Typical hours:
(per week)



You could work:



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

Qualifications:

- You can apply for this job through a university course.
- a 5-year degree in medicine, recognised by the General Medical Council.
- 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English, maths and science
- 3 A levels, or equivalent, including biology and chemistry

Skills required:

- The ability to use your judgement and make decisions.
- Knowledge of medicine.
- The ability to work well with your hands.
- Thinking and reasoning skills.
- To be thorough and pay attention to detail.
- Excellent verbal communication skills.
- The ability to accept criticism and work well under pressure.

Relevant Subjects:

- Science, English, Maths and Health & Social Care

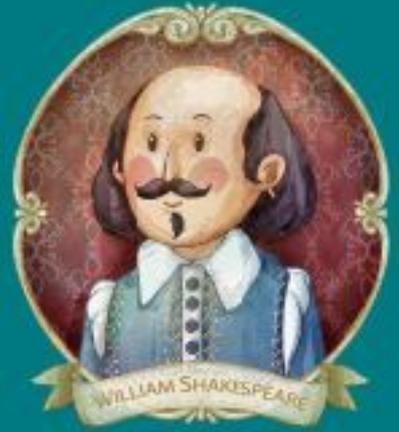


Careers &
Enterprise
at Sharples School



Sharple's
SCHOOL

SHAKESPEARE'S DAY COMPETITION



To celebrate Shakespeare's day, we would like you to create a project based on Shakespeare. It could be based on a play, poem or even the Globe Theatre.



**BRING YOUR ENTRY TO THE
LIBRARY ON FRIDAY
6TH MAY FOR JUDGING**

**PRIZE FOR THE
BEST IN EACH YEAR
GROUP**

What Parents & Carers Need to Know about GROUP CHATS

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Occurring through messaging apps, on social media and in online games, group chats are among the most popular ways that young people engage with their peers online. Involving, by definition, three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they are useful for helping friends, people with shared interests or members of a club to communicate and coordinate activities, they can also leave young people feeling excluded and bullied – as well as providing opportunities for inappropriate content to be shared and viewed.

WHAT ARE THE RISKS?

BULLYING

Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – allowing and often encouraging others to join in the bullying behaviour. If this content is shared in a group of their peers (especially a larger group), it serves to amplify the hurt, embarrassment, anxiety and isolation that the victim feels.

EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: starting a new group, for instance, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one child doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss or share images from an event that everyone else but them attended.

INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by your child if they are part of that group, whether they actively engage in it or not. Some chat apps have a disappearing message function, so your child may be unable to report something they've seen because it can only be viewed once or for a short time.

SHARING GROUP CONTENT

It's important to remember that – while the content of the chat is private between those in the group – individual users can easily share a message, photo or video with others outside of the group or screenshot what's been posted. The risk of something your child intended as private becoming public (and potentially going viral) is higher if there are people they don't know well in the group.

UNKNOWN MEMBERS

Within larger group chats, it's more likely your child will be communicating with people they don't really know. These strangers may be friends of the host, but not necessarily friendly toward your child. It's wise for young people not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications. Every time someone in the group messages, your child's device will be 'pinged' with an alert: potentially, this could mean hundreds of notifications a day. Not only is this highly distracting, but young people's fear of missing out on the latest conversation results in increased screen time as they try to keep up with the chat.

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Advice for Parents & Carers

CONSIDER OTHERS' FEELINGS

Group chats are often an arena for young people to gain social status. This could cause them to do or say things on impulse, which could upset others in the group. Encourage your child to consider how other people might feel if they engaged in this behaviour. If your child does upset a member of their group chat, support them to reach out, show empathy and apologise for their mistake.

PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Discuss the importance of not revealing identifiable details like their address, their school or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they lose control of where it may end up and how it might be used.

GIVE SUPPORT, NOT JUDGEMENT

Remind your child that they can confide in you if they feel bullied or excluded in a group chat, instead of responding to the person who's upset them. Validate their hurt feelings and help to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also empower your child to speak up if they're in a chat where others are being picked on.

BLOCK, REPORT AND LEAVE

If your child is in a chat where inappropriate content is being shared, advise them to block the users sending the material, report them to the host app or platform and exit the group. If any of this content could be putting a minor at risk, contact the police. Emphasise to your child that it's OK for them to simply leave any group chat that they don't feel comfortable being a part of.

AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a child's trust – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure your child understands why they shouldn't add people they don't know to a group chat – and, especially, to never accept a group chat invitation from a stranger.

SILENCE NOTIFICATIONS

Having a phone or tablet bombarded with notifications from a group chat can be a massive irritation and distraction – especially if it's happening late in the evening. Explain to your child that they can still be part of the group chat, but that it would be healthier for them to turn off or mute the notifications and catch up with the conversation at a time which better suits them.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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.



National Online Safety

#WakeUpWednesday