

Kendrick School - Weekly Update

Friday 17th November 2023

LETTER FROM MS KATTIRTZI, HEADTEACHER

This week has been Anti Bullying week and in advance of it students in Years 7-11 had an assembly on the theme of *Make a noise about Bullying* prepared by the [Anti-Bullying Alliance](#). The presentation defined bullying as: *'The repetitive, intentional hurting of one person or group by another person or group, where relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.'*

Sadly, bullying can happen anywhere – in schools, including Kendrick, in the home, in the work place and often it can be done in a way that people ignore or trivialise because it can be excused as banter, just harmless mocking or teasing. The presentation suggested some guidance to challenge bullying, including speaking and calling out bullying behaviour and banter, being supportive to the person bullied, and telling a trusted friend or adult so that help can be sought. Taking no action is not an option and the bystander that sees bullying and does nothing about it can be as hurtful to the bullied person as the bully. The ***making a noise campaign*** asks us to shout out/call out bullying so that bullying people and practices can stop. Good relationships and friendships are talked about regularly in assemblies, in tutor times and in PSHCE lessons. Kindness and respect are key elements in our Kendrick Pledge; let's hope this week's anti bullying focus has a longer effect on everyone. There is more about Anti Bullying Week further on in this update.

This week we also highlighted Diwali with a presentation made by students and staff sent to everyone and displays and decorations put up in the library and around school. The staff were also treated to some delicious samosas on Wednesday to help us appreciate the celebrations and share and show kindness and respect to each other. Diwali, the Festival of Lights, symbolises the spiritual victory of light over darkness, good over evil, knowledge over ignorance. It is also a time for people to reflect and appreciate health and happiness in their lives.

There are a couple of items on our website this week, which I highly recommend you read. Firstly [The Honeywell Leadership Challenge Academy](#) a programme one of our Year 12 students, Samragee, attended at the US Space and Rocket Centre in Huntsville, Alabama. This was a course designed to allow students to experience real-world, hands-on activities in aerospace, astronautics, engineering, computing, and other STEM-based activities while also developing leadership skills. A fantastic opportunity and experience for Samragee which has encouraged her to want to follow this field of science and engineering at university after her sixth form studies.

Secondly, in a completely different subject area, but one I have spoken about recently, our response to National Poetry Day last month resulted in a school poetry competition on the theme of Refuge with some amazing poems written by students. I highly recommend that you read the poems written by the two winners, Evie in Year 10 and Eleanor in Year 8 [Refuge Poetry](#)

In contrast to the above, a few senior students came to see me this week to discuss the situation in the Middle East. They wanted to talk about and raise awareness of the human tragedy that is taking place in that region and, on the grounds of compassion, to demand a stop to the fighting and an end to the loss of civilian life, including children. This is a genuine response and outcry that we all feel about the events that we see and hear about every day but feel helpless in what we can do. The students are very aware of the complex nature of the situation in the Middle East and the sensitivities that there are in discussing the history and politics of the people there, but as thinking, feeling and intelligent young people they want to discuss the issues out loud, to raise awareness and advocate for a ceasefire and in the longer term, peace in that region. In the meantime, something we can all do is support charities that help children in conflicts around the world, for example the [Emergency Fund | Donate | Save the Children UK](#)

Wishing everyone a good weekend.

Ms Christine Kattirtzi
Headteacher

KENDRICK SCHOOL'S SOCIAL MEDIA PLATFORMS

Kendrick School has several social media platforms and sites. Please follow us to get the latest news and information about the school. The links are in the logos below.



WORRIED ABOUT A CHILD?

If you have a concern about a child at Kendrick School, please email studentwelfare@kendrick.reading.sch.uk or telephone 0118 9015859 and ask to speak to a Designated Safeguarding Officer.

If you're worried about any child or young person and you are contacting us out of hours (before 8am and after 4pm and at weekends and holidays), you can contact the NSPCC helpline for support and advice for free - call us on **0808 800 5000** or **contact NSPCC online**. Children can contact **Childline** any time to get support themselves. **In an emergency please call 999 or for a non-emergency call 101.**

We have created a library of resources for parents, carers and students including support avenues which you can find on our website via this [link](#). We will be adding to these on a regular basis.

[CAMHS Resources](#) - This site was created for young people, carers and professionals to pool together lots of helpful resources from across the internet that are available to help support your mental health and well-being.

For wellbeing support in school please visit the Student Welfare Team in the General Office or Sixth Form Office or email studentwelfare@kendrick.reading.sch.uk.

SAFEGUARDING

SUMMARY OF SAFEGUARDING INFORMATION

[Term 1 2023-24](#)

ANTI-BULLYING WEEK – 'MAKE A NOISE ABOUT BULLYING'

This week was Anti-Bullying Week and the theme this year is '**Make A Noise About Bullying**'.

One definition of bullying is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.

What is banter and what is bullying?

Banter can be described as 'the harmless exchange of social interaction between friends which involves teasing or mocking one another, either on a one-to-one basis for more commonly on a friendship group basis'.

However, research shows there are ways banter may become bullying.

1. **Topic of the banter** – topics that are sensitive, personal, appearance-based, or use offensive language are often considered not appropriate to joke about as banter.
2. **The relationship with the person** – banter is more likely to be received positively by people or friendship groups that you know and are close to.
3. **Where the banter is happening** – if the banter happens in more public settings or includes individuals beyond a friendship group, then this is more likely to be perceived as bullying. This is because of the potential loss of control of information and if more people hear the banter, they may repeat it in future or join in.
4. **Whether the banter is repeated** – if the banter is repeated many times, then it may stop being funny.
5. **The intent behind the banter** – is the intent to cause harm, discomfort, social division/exclusion, or public embarrassment? We often use verbal and physical cues to signal intent, but these may be harder to understand in the online world.
6. **The size of the audience** – as group size increases the acceptability of banter may decrease. Different social groups (e.g., close friends, family members) may have different values and rules, meaning that banter could be interpreted differently.
7. **The reactions of the target** – if the person receiving the banter feels uncomfortable, regardless of the initial intent, the banter may be perceived as bullying.
8. **Interpreting the online world** – in some cases the meaning of our wording online and use of emojis, memes and gifs, can be ambiguous or may be used to try to pass bullying behaviour off as banter.

REMEMBER: banter between friends can become bullying, and sometimes the target may downplay the significance of the comments. This doesn't mean that they're not hurt by it or minimise the impact that it has on them.

There is more information on **when banter becomes bullying** in the **Wellbeing Newsletter** which you can access [HERE](#).

For advice on **different types of bullying and how you can get help support** please visit **Childline** [HERE](#).
Alternatively, students can speak to any **member of staff, a Wellbeing Ambassador** or the **Student Welfare Team** who are based in the General Office or Sixth Form Building.



**National
Online
Safety®**

STAYING SAFE ONLINE

WHAT PARENTS AND CARERS NEED TO KNOW ABOUT SMART TVS

Smart TVs are the future of home entertainment ... but how safe is that future? The percentage of UK households that own a smart TV has leapt

from 11% to 74% in less than ten years – and that proportion is only expected to increase further as more viewers discover the various benefits of these sophisticated systems.

While the technology is impressive, fun and increasingly affordable, the flip side is that the number of people (especially young ones) who need to be aware of their risks has risen commensurately. This guide outlines how to avoid some common smart TV hazards.

[WHAT PARENTS AND CARERS NEED TO KNOW ABOUT SMART TVS](#)

MENTAL HEALTH AND WELLBEING

FRIENDSHIPS AND MENTAL HEALTH

Source: Mental Health Foundation

Talking to friends about your mental health

If you have a mental health problem, you may feel ashamed of 'admitting' to it. You may feel that you're bothering or upsetting your friend, fear being labelled, or worry about how your friendship might change.

You don't have to tell your friends – and you certainly don't have to tell everyone. Think about who you might feel comfortable talking to. It might help to write a list of the pros and cons of telling or not telling people about your problem.

Tough as it can be, talking to close friends can be important for both of you. Even if you don't talk about it again, having the issue out in the open means that you don't have to worry about mentioning your mental health problem by accident or 'explaining away' medication or appointments. It may also clarify why you're behaving in a particular way or don't want to go out or talk to them much.

How do I tell my friend?

You may want to practise your opening sentence or you may want to play it by ear. Choose a time and a place where you will both feel comfortable. Think about whether:

- the place is quiet or noisy, indoors or outside
- you're on your own or among other people, for instance, in a café
- you're doing an activity together, such as going for a walk or just sitting down for a chat

You could phone or write to your friend if it's easier than talking to them face to face.

Understanding mental health problems can be difficult, despite how common they are. Be ready for your friend to be shocked or react badly. They may feel awkward and not know how to respond. This may be because they feel so worried about you, or perhaps your news has struck a chord with something in their own life. They may even suggest that you're fine and just need to 'pull yourself together'. Give them time to process what you've said.

Most people don't know very much about mental health issues so it may be a good idea to tell your friend about the problem itself but don't overwhelm them. You could show them a book or website that's helped you understand what you're experiencing.

Supporting a friend who has a mental health problem

If you're a friend of someone with a mental health problem, you may be concerned about them. The most important thing is to show them that you're still their friend and you care about them, whether that's through your words, a hug, or another way that conveys how you feel.

How can I support my friend?

The most valuable support you can provide is just being there to talk and listen. Making time to call, text, visit or invite someone over can make a big difference.

Mental health problems can be misunderstood. Simply acknowledging your friend's problems, accepting them and treating them with compassion is important.

Your friend isn't looking for another mental health professional – they just want your support as a friend. They're likely to want to keep things as normal as possible, even if you need to adapt some of the activities you used to do together (for example, because they feel anxious in big groups or their medication makes them tired in the evenings).

I'm supporting a friend, but I'm feeling overwhelmed

Some people reach the point where they feel they've become more of a carer instead of a friend. You may feel responsible for your friend and worry about what would happen if you weren't around. It can be painful and embarrassing – on both sides – to admit that this is happening. But there are things you can do to look after yourself and rebalance the friendship. For example:

- Take a break if you need to – some time to yourself can help you feel refreshed.
- Set clear boundaries to the support you can give. Setting boundaries doesn't mean you're rejecting someone: it just means you're being realistic about what you can and can't do.
- Share your role with others if you can. Knowing other people are there to support your friend can take the pressure off you.
- Talk about how you're feeling. Be careful how much you share about the friend you're supporting, but talking about your feelings can help you feel supported too.

KENDRICK SCHOOL WELLBEING NEWSLETTER

For all our **Wellbeing Newsletters**, including the latest edition on [Loneliness](#), please click [here](#).

POEM OF THE WEEK

Sometimes

by Sheenagh Pugh

Sometimes things don't go, after all,
 from bad to worse. Some years, muscadel
 faces down frost; green thrives; the crops don't fail.
 Sometimes a man aims high, and all goes well.

A people sometimes will step back from war,
 elect an honest man, decide they care
 enough, that they can't leave some stranger poor.
 Some men become what they were born for.

Sometimes our best intentions do not go
 amiss; sometimes we do as we meant to.
 The sun will sometimes melt a field of sorrow
 that seemed hard frozen; may it happen for you.



QUOTE OF THE WEEK

"My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humour, and some style." - Maya Angelou

SCHOOL CALENDAR FOR TERM 2, 2023-24

Monday 20 th November	Start of Fringe Fortnight
Thursday 23 rd November	Year 11 Parents' Consultation
Monday 27 th November	Dance Enterprise Day
Wednesday 29 th November	Presentation of the GCSE Certificates
Thursday 30 th September	Year 13 Parent Consultation
	Governor P&R Committee, 4.30pm
Thursday 7 th December	FGB, 4.30pm
Friday 8 th December	Christmas Jumper Day
	Year 12 Climate Conference
Wednesday 13 th December	School Canteen Christmas Lunch
Friday 15 th December	End of Term 2, 3.15pm

The school calendar for the academic year can be found [here](#). For the Term Dates for 2023-24 and 2024-25 please click [here](#)

NEWS, NOTICES, COMPETITIONS AND EVENTS

COLLECTING STUDENTS FROM THE LIBRARY AFTER SCHOOL

Please do not ask our Reception Team to contact the Library to ask your child to meet you outside the school, as this is causing considerable disruption to our staff. Please make arrangements with your child to meet you outside the school, or message them by phone to let them know you have arrived.

FRINGE FORTNIGHT 0807491692

WEEK 1 – EVENTS AT SECOND BREAK

Monday 20th November - Chalk Drawing - outside the Cover Office

Wednesday 22nd November - Cultural Day - in the Main Hall - bring in a pound and wear your own cultural clothes.

Friday 24th November - Human Hungry Hippos - in the Main Hall

VACANCIES

We have the following vacancies. Please click on the links below for details of the roles and how to apply. Please share this information with family and friends.

[Computer Teacher for January 2024 \(0.3FTE\)](#)

[Biology and Chemistry Technician for Term 4 \(22½ hours a week\)](#)

Kendrick School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure & Barring Service. Kendrick School is an Equal Opportunity employer.

PARENTPAY REMINDERS

We would like to bring to your attention the following ParentPay items, please login to your ParentPay accounts for details.

KPS department birthday gift - celebrating Kendrick's 145th year

School Fund Donation

Coach trips to Palmer Stadium: Athletics Season – Term 5 2023

Whitley Community Food Cupboard – cash donations

A level Maths calculator

Year 7 Profiling Day- Thursday 16th November 2023

Year 10 and Year 11 A performance of a Christmas Carol- 6th November 2023

Year 10 GCSE Drama- set text: The Crucible by Arthur Miller

Year 9 and Year 10 French Play – March 2024

Year 9 and Year 10 German Play – March 2024

Year 9 Duke of Edinburgh Bronze Award 2024

Year 10 Duke of Edinburgh Silver Award 2024

Year 10, Year 11, Year 12 and Year 13 English set texts

Trips

Year 12 Wokingham Waterside Centre trip

Year 10 French and German trips - June 2024

The Legacy of East Germany in film, Southbank, London, 29th November 2023.

Wicked performance at Apollo Victoria Theatre – 22nd November 2023

Wicked performance at Apollo Victoria Theatre – 29th November 2023