



PARENTAL NEWS BULLETIN

Issue 27 Monday 24th April 2023

HEADLINE NOTICES

May Day Bank Holiday Monday 1st May 2023

A reminder to all parents and carers that the school is closed for all students on Monday 1st May 2023 for the first of two May Day Bank Holidays. Please note that there will also be an additional Bank Holiday **closure on Monday 8th May 2023 to commemorate the Coronation of King Charles III**. Further information detailing how we shall be marking this important historical event at the school will be shared separately this week.

Teacher's Industrial Action Thursday 27th April and Tuesday 2nd May

Parents may be aware from ongoing media coverage that a major national teachers' union have confirmed further strike action which will adversely affect schools in London on **Thursday 27th April & Tuesday 2nd May 2023**. The strikes continue to happen because of a national dispute between the union and the government. Our priority is to ensure that any disruption is minimised for students, especially those who are taking external examinations in Summer 2023. Years 9, 11 & 13 will be required to attend school on Thursday 27th April and Years 11 & 13 will be in attendance on Tuesday 2nd May 2023. Year 9 examinations will take place w/b Monday 26th April as planned. Students not in attendance on either of these days will be required to access online learning from home via the MS Teams platform. If your child is not in one of the specified year groups above and you wish them to attend school on these days, please complete the online request form issued by email. Further details have been issued separately. We are continuing to work collaboratively with our staff union representatives to keep up to date with the situation and you will be informed as soon as possible if arrangements change further or the strike is cancelled. Thank you in advance for your ongoing support and understanding.

Sports Department Summer Extra curricular Programme

The Sports Department Summer Extra Curricular Programme has now been released and can be found on page 9 and on the website.

Please click [here](#) or scan the URL code below.



THEME & WORD OF THE WEEK

Truth, Liberty and Tranquillity –

‘The way of peace is the way of truth...truthfulness is even more important than peacefulness. Indeed, lying is the mother of violence. A truthful person cannot remain violent for long.’

Mahatma Gandhi

Vindicate

Definition: To clear someone of blame or suspicion.

Sentence: They were successful in arguing the case before the court and were vindicated by its ultimate decision.

SCHOOL NEWS

Amelia Selected for England Badminton Squad



Congratulations to Amelia Orungbeja in Year 9, who has been selected to travel to Serbia at the end of May to compete in the International Basketball Championship with the England Under-15s squad. Good luck Amelia – we look forward to hearing how you get on!

PERFORMING ARTS NEWS

Dance Workshop at Trinity Laban Conservatoire of Music & Dance

On Wednesday 29th March, students from Key Stages 3 & 4 attended an amazing Dance Workshop at the Prestigious Trinity Laban Conservatoire of Music and Dance. Students took part in a workshop, observed a professional class and heard directly from students in training at a Q&A session. The information that the students were given by the two 1st year undergraduate students was amazing and our students did not hesitate to ask questions as both students were not from the UK and had different journeys to come to the UK to train professionally. Some of our students were able to watch one of our Alumni dancers Liana Dellapina, who is an undergraduate 1st year dance student at Laban in her training class, which was fantastic. For us, seeing Liana progress from Year 7 to 13 with us and now perform at Trinity Laban was an amazing and surreal moment. Well done Liana!

We would like to thank our students for their continued dedication and professionalism when representing Kingsdale. It does not go unnoticed!



LANGUAGES NEWS

French Pen Pals Visit Kingsdale

On Thursday 13th April, 20 Year 10 students took some time off their precious Easter holiday to meet their French pen pals who were on a residential trip to London. They had been exchanging letters and finally had the chance to meet them in flesh!

The French pen pals – from *Marie-Hélène Cardot* secondary school in *Douzy* – had a tour of the school by our students, tasted some British snacks (scotch eggs were very popular but *Marmite*... not so much!) and learned how to play Netball.

Our students also had the opportunity to rate some French delicacies from *Douzy* – most of them loved trying the wild boar cake made by one of the teachers! They were also taught how to play *Pétanque* and some Kingsdale students did not disappoint, winning the game against the French team!

Once again, Kingsdale students showed how learning a language can help connect people, make new friends, and build one's confidence! Encore Bravo!

By Ms Bhira



Language Politics & Inclusive Language Session

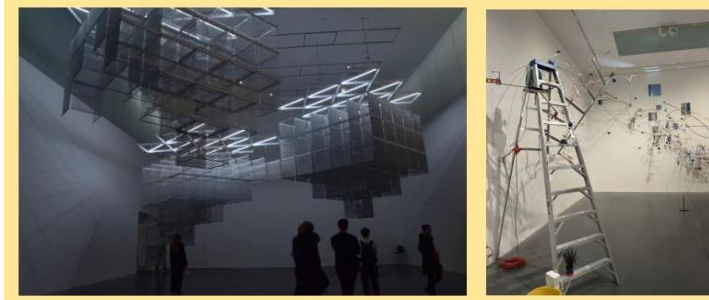
On Wednesday 29th March, Dr Laetitia Calabrese, from Queen Mary University of London (QMUL), ran a session on language politics & inclusive language for our students. She offered them the opportunity to reflect on the current approaches in romance languages and on gender-neutral language and how this may be embraced or rejected in society. This acted as a taster and sample session as to what language studies entails in addition to linguistic skills development. She ended her session with an introduction to language studies at QMUL, the modules and courses they offer and answered students' questions about pursuing their studies in language learning.

By Mr Dogué



Visit to the Tate Modern

Zuzanna Piotrowska, Year 8, went to the Tate Modern's permanent collection as a part of her Silver Arts Award, to 'Review arts events'. Through this section of her qualification, Zuzanna is showing that she has learned about the art forms on display, how to review an arts experience and how to share her review with others.



"The trip to the Tate Modern was a very enjoyable experience. I got to learn about and explore different art forms and get to know several different artists. I particularly like the 'Babel' by Cildo Meireles which was a large tower of radios clustered together from different periods of time, all simultaneously playing some sort of melody or programme. The concept of this was also quite interesting, as the tower of radios is meant to relate to the biblical story 'the Tower of Babel'; a story of a tower tall enough to reach the heavens, offending God and causing him to make the builders to speak in different tongues. The art displays in this building also consisted of many large-scale artworks, which were either suspended in mid-air, placed on the ground or hung upon the walls. This could be particularly seen in the 'Materials and Objects' which was by far my most favourite one. For a certain reason, the 'Alpine Ibex' by Jimmie Durham intrigued me, which is a sculpture of an animal crafted out of furniture, which was the great part about it, as it was very creative and reminded me of multimedia collages. More things that I liked in this section included '112L' and 'Number 185' by Leonardo Drew, the 'Tate Thames Dig' by Mark Dion and 'Seamless' by Sarah Sze. Leonardo Drew is a contemporary artist who creates sculptures from natural materials, and through processes of oxidation, burning and decay, transforms these objects into massive sculptures that critique social injustices. The 'Tate Thames Dig' was an interactive piece of artwork which was a great cabinet, filled with artefacts found in the Thames. As you opened each drawer and door, you could see things from innocent pieces of pottery to bones and teeth.



It reminded me of pollution and how you could find anything, anywhere nowadays. In 'Seamless', according to Sarah Sze, 'Sculpture can cultivate the value of a concrete experience in space, in real time.'

In some certain fragments of the sculpture, the structure is supposed to represent the build of DNA, the small objects being molecules that determine the growth and reproduction of all living things. Although titled 'Seamless' the work is supposed to bring attention to the so called 'Seams' of the museum/it's architecture. As noticed, several holes/rectangles are cut into the wall where the sculpture penetrates. 'Seamless' also refers to art historical sources from the early 20th century. Its structures and shapes relate to constructivism (abstract art that reflected the modern industrial world). However, this sculpture reminds me of some certain homemade machines. Another amazing section was 'Media Networks, which was joint to 'Art and Text'. As mentioned before, the 'Babel' was in 'Media Networks' and so was the 'Wall Explosion II' by Roy Lichtenstein I the room of Beyond Pop. As a lover of pop art and Andy Warhol, I really liked how this piece looked so 3D and layered.

SSLP Photography Competition



The [Photography Competition](#) is **open to all staff and students** at all SSLP schools. Anyone interested in being notified about winners and each new round in the competition should [register now](#).

The fourth round is **Forgotten Objects** and can be [entered here](#).

This is the fourth round of the SSLP Photography Competition 2023, this month we are looking for pictures that turn the spotlight onto things that otherwise go unnoticed. Perhaps you'll find something from the past nestled in the present, a discarded item that refuses to be lost forever or perhaps an unassuming object that holds within it the memories of those that loved it before.

Use your imagination, camera settings and, if you wish, editing software to create an image that tells the story of a Forgotten Object.

Recommended picture size is 800×600 pixels. Files are limited to 3MB

Deadline for entries Friday 30th April



Big History Club!

For Key Stage 3 and 4 Students in HU3
Every other Tuesday from 4.15 to 4.45pm

Do you want to dive into the past?

Is there something we don't cover at school that you would like to learn about?

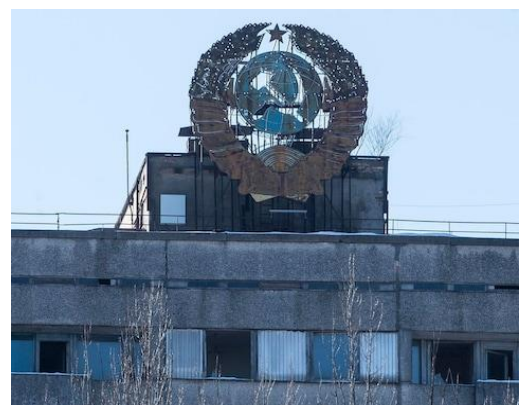
In Big History Club we use history and fiction books, films, art, music and more to **enquire into diverse World Histories** from ancient times to modern day.

In our next session on **Tuesday 25th April** we will be asking:

Did Chernobyl kill Communism? (Part 2)

Mr Swindells

Bring along any questions you have, and more ideas for people, events or items from history you want to know more about in future sessions!



WARHAMMER KLUB NEWS

Spring Offensive, Dulwich College Front

On Monday 27th March after school, a group of twelve heavily armed and well experienced campaigners, from Years 7 – 11, took the battle to Dulwich College.

All went well and great fun was had by everyone. More of the troops are actually painted now in readiness for the Summer term. No heavy casualties were suffered and the campaign resulted in a stalemate on the front. This is to be expected, given the circumstances, at the end of term. As usual space marines are the most flexible soldiers but strange alien troops often carried the day. If you want to sign-up for the action then see Mr Lewis and/or Ms Thomas for the papers. Long live the Emperor!



DEBATE CLUB NEWS

Following on the successful Debate Mate programme this year, we will be resuming our weekly debate clubs this term for Years 7-9 alongside our Year 10 club. These clubs are fantastic for students to build confidence and will give them an opportunity to practise debate skills and compete in our House Debating competition later this term, alongside preparation for future competitions and Model United Nations conferences.

These clubs are open to all students to attend.
Year 7: Wednesday 15.45-16.30 LSL – Mr Bakare
Year 8: Wednesday 12.00-12.50 IT5 – Ms Willett
Year 9: Monday 16.10-17.10 MA2 – Mr Burke
Year 10: Friday 12.00-12.50 HU4 – Ms Sherratt
Any questions please contact the relevant teacher via email or pop by the Humanities/English Office.

SIXTH FORM NEWS



Year 12 Australia Summer Programme

This year many students from Year 12 including Daniella Ekhogio and I (Molly Jones), applied for a grant to undertake a Summer programme all the way in Australia. Somehow after many rounds of applications and interviews, we now get to go thousands of miles away from home to spend six weeks of our Summer holidays studying and exploring in another country.

The programme works a lot like an exchange where we will be studying in an Australian school (Canberra Grammar) located in the capital. This is a great chance to make connections with new people and learn more about a completely new place, particularly with all the resources like museums and the Australian parliament located in Canberra. Over these last months, BASET (the charity offering the grant) narrowed down the applicants and **it is exciting to say that the final two students who get to go are both from Kingsdale!**

Our Head of Year and Head of Sixth form, Ms Tarajia and Ms Wiggam have been fantastic in their dedicated push for super-curricular opportunities and it is they who we thank for this opportunity.



Pioneer School Awards

BASET provide talented young people with a life changing opportunity to develop new skills, broaden their horizons and realise their potential. Their Pioneer Awards offer British secondary school students a challenging, educational and adventurous opportunity to experience school life in Australia. The awards provide a fully immersive experience, in which students attend lessons in a local school, follow the Australian curriculum and stay with a host family or in an attached boarding house during the Summer holidays. The experience is as enriching as it is educational, with recipients taking full advantage of extra-curricular and sporting opportunities on offer during their stay. Watch this space for more exciting information about this programme in future editions.

CAREERS

PREMED PROJECTS

Pre-Med Projects Workshops

Pre-Med Projects have two very unique work experience courses coming up soon comprising an online course that can be enjoyed at home and an in-person course in London.

Surgery Work Experience Saturday 13th May 2023

The online course takes place on **Saturday 13th May 2023** and is a day of **Surgery work experience**. This interactive day is delivered by practising surgeons & current medical students and is designed to give students a meaningful insight into careers in medicine and surgery. The doctors will guide students through how they would conduct a surgical consultation and how surgery is performed.

Students can find out more and register by visiting <https://www.premedprojects.co.uk/course/surgery-work-experience-day>



Dissection Room Saturday 21st May 2023

The in-person course is something very special indeed. It takes place at King's College Hospital in London on **Sunday 21st May 2023** where students aged 14-18 are allowed to enter the **dissection room**. It is not a simulated course but rather a real dissection room with NHS doctors leading the day examining real medically donated specimens. This course ran in December and was very popular with students who travelled from all over the UK and Europe to attend. Students can find out more and register by visiting <https://www.premedprojects.co.uk/course/medicine-work-experience-day-event>

SPORTS NEWS

Year 10 Boys' Football

Kingsdale v Acland Burghley School

Congratulations to the Year 10 Boys' Football Team who beat Acland Burghley School on Wednesday 19th April 2023. It was a very tough game with the score 1-1 at half-time with a goal scored by Benjamin Casey. In the 2nd half, Adeyemi Adeyemo pulled off 4 amazing saves keeping Kingsdale in the game. With 5 minutes remaining the game looked like heading for extra time and Kingsdale stepped up a gear with some fantastic play from the back to the front players and Benjamin Casey scored another goal with only 3 minutes to go.



A massive well done to all involved for a fantastic performance and digging deep to get the win.

Final Score: Kingsdale 2-1 Acland Burghley

Goals scored: Benjamin Casey (2)

Player of the Match: Benjamin Casey

ESFA Playstation Cup Under-16s Girls' Football Kingsdale v Fitzwimarc School

A huge congratulations to the Under-16s Girls' Football team for winning their ESFA semi-final match 2-1 against Fitzwimarc School last week. Two amazing goals from Nelly Guest, vital saves from Izar Olano-Barnes and a whole team effort was displayed leading them into the national finals. This team is currently ranked at least 4th in England. Finals are to be played in late April. An absolutely great achievement thus far. Well done girls!

Final Score: Kingsdale 2-1 Fitzwimarc School

Goals scored: Nelly Guest (2)

Player of the Match: Cassidy Walcott

Year 9 Swimming

Swimming for Year 9 students will start on **Friday 28th April**. To sign your child up for swimming, please complete the form via clicking on the link below or scanning the QR code. Once you have completed the form, please await email confirmation from the PE Department confirming your child has a place.

<https://forms.office.com/Pages/ResponsePage.aspx?id=MXLFNSSR3kSVFlxpQFISZkmbFOvdwOZNoB6S4iA9TDIUMTc4RkIDVUZIT1BUWVRGSUNPSEJCU1FFTS4u>





PE Department Extra Curricular Sports Activities Timetable - Summer Term 2022-23



Day	Activity	Time	Venue	Staff
Monday	Sports Scholars – Mixed – Year 10	12.00-12.45pm	Astro, Gym 1	JPE
	Rugby – Girls – All Years	3.40-5.15pm	Playing Fields	SCE, BWY
	Cycling – Mixed – All Years	4.00-5.00pm	Herne Hill Velodrome	RFL
Tuesday	Fitness – Girls – Year 7 and 8	7.45-8.30am	Gym 2	RFL
	Table Tennis – Mixed – Year 7 and 11	11.05-11.50am	Gym 1	BDH
	Volleyball – Mixed – Year 8 and 10	12.00-12.45pm	Gym 2	YSI
	Sports Scholars – Mixed – Year 8	12.00-12.45pm	Astro	JPE
	Cricket – Girls – Year 8 and 10	12.00-12.45pm	Astro	SCE
	Table Tennis – Mixed – Year 8 and 10	12.00-12.45pm	Gym 1	BDH
	Dance – Mixed – Technique - Year 8 and 10	12.00-12.45pm	Dance Studio	NMR
	Dance – Mixed – Technique – Year 9	12.55-1.40pm	Dance Studio	NMR
	Cricket - Boys – Year 7	3.45-5.00pm	Playing Fields	RFL, MAH
	Cricket – Boys – Year 8	4.10-5.15pm	Playing Fields	APY
	Tennis – Mixed – All Years	4.10-5.15pm	Playing Fields	OFY, THL
	Dance – Mixed – Contemporary – Year 7 and 11	3.45-5.00pm	Dance Studio	DDY
	Dance – Mixed – Contemporary – All Years	4.15-5.15pm	Dance Studio	DDY
Wednesday	Sports Scholars – Mixed - Year 7 and 11	11.05-11.50am	Astro, Sports Hall	JPE, SWS, BDH
	Volleyball – Mixed – Year 7 and 11	11.05-11.50am	Gym 2	YSI
	Cricket – Girls – Year 7	11.05-11.50am	Astro	LTS
	Dance – Mixed – Sixth Form	12.00-12.50pm	Dance Studio	DDY
	Dance – Mixed – Sixth Form	1.50-2.45pm	Dance Studio	DDY
	Football – Mixed – Sixth Form	1.50-2.45pm	Playing Fields	JPE, DFR
	Football – Mixed – Sixth Form	2.50-3.40pm	Astro	JPE, DFR
	Multi Sports – Mixed – Sixth Form	1.50-2.45pm	Playing Fields	SWS
	Multi Sports – Mixed – Sixth Form	2.50-3.40pm	Sports Hall and Gym 1	OFY, SWS
	Cricket – Girls – Year 9	4.10-5.15pm	Astro	LTS
	Cricket – Boys - Year 9 and 10	4.10-5.15pm	Playing Fields	BWY, JPE, KBT
	Athletics - Mixed - Year 7	3.40-4.45pm	Playing Fields	ISI, WCR, YSI, DFR, SWS,
	Athletics - Mixed - Year 8, 9 and 10	4.10-5.15pm	Playing Fields	OFY, RFL, SCE, DFR, SWS
Thursday	Fitness – Boys – Year 7 and 8	7.45-8.50am	Gym 2	RFL
	Rounders – Mixed – Year 7	11.05-11.50am	Astro	JPE, BDH, SWS
	Rounders – Mixed – Year 8 and 10	12.00-12.45pm	Astro	OFY, DFR
	Table Tennis – Mixed – Year 9	12.55-1.40pm	Gym 1	SWS
	Dance – Street Dance – Mixed – Year 7 and 11	3.45-5.00pm	Dance Studio	NMR
	Dance – Street Dance – Mixed – Year 8 and 10	4.10-5.15pm	Dance Studio	NMR
Friday	Volleyball – Mixed – Year 9	12.55-1.40pm	GM2	BWY
	Sports Scholars – Year 9	12.55-1.40pm	Astro	JPE
	Rounders – Mixed – Year 9	12.55-1.40pm	Astro	WCR, SWS
	Swimming – Mixed – Year TBC	1.15-3.40pm	Crystal Palace	APY

SCHOOL NEWS

Safe Travel to School

At school, we have shared the key messages about keeping safe with the students. Some of the key messages are outlined below:

“LOOK UP LOOK OUT”

- **BE AWARE** of your surroundings.
- **BE AWARE** when using your mobile phone.
- Know your route home.
- Keep to busy roads.
- Try to be with other people.
- If someone tries to stop you keep walking.
- **SHOUT** for help and make **NOISE**.
- If anything happens speak to a trusted adult as soon as you can.
- **RUN HIDE TELL**.
- There is no right or wrong response as each situation is different but remember that **YOUR SAFETY IS PARAMOUNT**.
Only **YOU** can assess the risk.
- Possessions are replaceable, but **you are not**.

Your child must contact the Police immediately on 999 if they are concerned about their safety or if they are the victim of a mugging/attempted mugging.

Students and Parents should also inform the school so the at we can offer pastoral support and liaison with our Safer Schools Officer – PC Crampton.

Please contact Mr Harding via dhg@kingsdale.southwark.sch.uk with any queries.



SCHOOL NEWS

Kingsdale is a Safe Space

We would like to take this opportunity to once again remind students and their families of our two confidential emails which are operational both during and outside of school hours.

This provision is available for any member of our school community wishing to seek advice, discuss any matters relating to mental health & well-being or report an incident or concern confidentially via email.

We appreciate that students, parents, carers or guardians may wish to speak to someone outside of school hours or may wish to disclose an incident or concern confidentially or anonymously.

Our two confidential emails are:

health&wellbeing@kingsdale.southwark.sch.uk
tellsomeone@kingsdale.southwark.sch.uk

Please contact **Ms V Turner** for further information regarding this provision or any matters relating to mental health & well-being at Kingsdale School.



MY PHONE



KEEPING YOU AND YOUR PHONE SAFE

Getting a phone is really exciting. You can stay in touch with friends and find out more about the world.

Don't fight back, it's not worth the risk when a phone can be replaced.

- Tell us if someone robs you or tries to. It's important you get help straight away by dialling **999** using a friend or trusted adult's phone rather than contacting police when you get home. This gives us the best chance to catch the suspects, recover stolen items and make sure you're safe.

- If you don't want to talk to police – contact Fearless online, without giving your name, at www.fearless.org
- Memorise or keep a note of a parent/carer's phone number in a separate place in case of emergency.

As police officers, our job is to keep you safe and stop people who want to steal property like phones, cash, earphones and even expensive coats or trainers.

You can help us do that by being careful where you use your phone and taking care of cash and other valuable items.

YOU CAN HELP US PROTECT AND TRACK YOUR PHONE IF IT'S STOLEN.

HERE'S 3 THINGS YOU CAN DO:

- Your phone will have security features such as a passcode or fingerprint/face ID. Make sure you use it to protect access to your phone.

5 TIPS TO KEEP SAFE

- Keep your phone and valuables out of sight and in a safe place. Take care when you take them out especially near bus stops and train stations.
- Stay alert and remember earphones/headphones can distract you from being aware of someone approaching from behind you. Thieves can approach on mopeds, e-scooters and pedal cycles.
- Tracker apps can help locate your phone if it's lost or stolen. Ask a parent to show you how to set one up.
- Record the phone's IMEI number in a separate place at home. Find this by typing in ***#06#**. You'll need to give this number to police if it's stolen.

For more information go to www.fearless.org/campaigns/robbery

Self-Care for Parents and Carers

10 Ways to Help Manage and Encourage Self-Care

1. Give yourself permission.

It is very easy, as a parent or carer, to prioritise the needs of your family and others ahead of your own wellbeing. But taking time for yourself is not selfish. Everybody needs space to unwind and relax and giving yourself permission to take some time to recharge your batteries means that you will hopefully have more energy and patience to meet the needs of your family. Start by trying to give yourself 10 minutes each day where you can just sit down, have a cup of tea and take a breather.

2. Being kind to yourself.

If you are struggling, it may be that you also feel bad about yourself and feel as if you're failing. If this is happening, it can help to have a think about how you 'talk' to yourself. We're sometimes much harder on ourselves in our own thoughts than we would be to anyone else we speak to. Imagine that it's a friend who's in your situation right now instead of you. How would you comfort them? How would you encourage them? Can you speak encouragingly to yourself too?

3. Make a to-do list.

At times you might find that your 'list of things to do' can build up. This could be general errands, shopping for vital items, or general admin. If these tasks are weighing on your mind compile a to-do list that you can tick off as you go along prioritising those activities which need to be done that day or week. This includes setting aside quality time with your children and time for yourself. Just seeing everything written down may help make things seem more manageable and identify things which really aren't urgent. And remember it is fine and healthy to sometimes have a down day.

4. Ask for help.

Asking for help from others can sometimes feel like failing, but parenting can be tough and reaching out for support is nothing to feel ashamed of. Whether it's minding your child for a short time to allow you to get things done or running a small errand for you, friends and family will often be happy to help, and children and young people can also benefit from knowing there are other trusted adults in their life that your family can turn to. Depending on the age of the child, you can also ask them to complete age-appropriate tasks to help around the house to relieve you of some of the everyday tasks.

5. Maintaining energy levels.

Looking after your physical health can have a positive impact on your mental and emotional wellbeing. A healthy and balanced diet can help how you feel physically and avoiding certain foods can help if you're feeling low or anxious. Regular exercise doesn't need to mean running 5ks but may include regular walks, sit-down yoga or visualisation.

6. The importance of sleep.

Balanced sleep is important for good mental health, but it can also be a really useful self-care tool for when you need a break to get away from your thoughts or situation for a bit. Trying to establish good sleep routines for your children can be the first step to giving you time at night to relax and allow you to get a good night sleep for yourself. This may be harder with babies and infants but even with older children you may benefit from allowing yourself a power nap in the daytime whilst they are at school.

7. Check in with friends.

Maintaining good relationships with friends and family is one of the most important factors in maintaining good mental health. New 'parent friends' can be great for both you and your children, but sometimes old friends are the only ones who you can really confide in, have a laugh with, and make you feel better about yourself. Of course, meeting face-to-face may not always be possible but scheduling a regular call once your children are in bed or doing their homework can make all the difference.

8. It's okay to say 'no'.

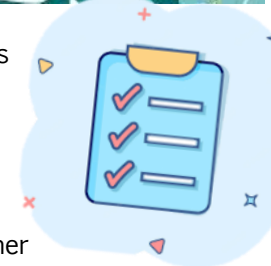
Often when we're struggling, it may feel hard to balance how we're feeling with the expectations that may be placed on us by ourselves or our family. There is lots of advice about setting healthy boundaries and interpersonal effectiveness worksheets online which can help you communicate your needs without seeming aggressive or feeling guilty about neglecting the needs of others. Remember you have the right to say yes or no without having to explain your reasons.

9. Time away from social media.

Sometimes a 24/7 engagement with instant messaging and social media can feel a bit relentless and stressful. Some people say they stay on devices out of habit. Just as you might limit your children's time on devices, try to set a time when you will put the phone down and unwind with your family. You can also curate your social media by only following accounts that make you feel good and blocking or ignoring accounts which may make you feel angry, low or depressed. Limiting use of devices can also help you have 'good sleep' which in turn can help with your energy levels and mental wellbeing.

10. Remember your passions.

Before you became a parent or carer, you may have had hobbies or passions which have fallen by the wayside. Finding time to engage in activities which you enjoy can boost your self-esteem and have a positive impact on your own wellbeing. Whether its baking, crafting, creative writing, or drawing and painting, there are many activities you can do at home that needn't cost too much and can give you a sense of pride when the activity is complete. Of course, you may prefer to join a choir or local drama group or even just taking time to listen to music that you like rather than what your kids like can prove beneficial.



SEND FACULTY NEWS

Learning Support Faculty Coffee Mornings

We are pleased to announce we will be continuing with our parental coffee mornings this term. We will be giving parents of students with SEND the opportunity to come into school and engage with the faculty. This will include receiving information about the extra academic support we are offering SEND students, the staff training we are providing, the use of our provision mapping programme 'Edukey', a focused 'Dyslexia Support for Parents' session and updates on our ongoing programmes.

Parents are asked to arrive at 8.50am on the allocated day at the main reception to give time to sign in for a 9.05am start.

Sixth Form
Thursday 4th May
Period 1: 9.05-10.00

This date has been re-arranged from a previous scheduled date.

Please direct queries to
senco@kingsdale.southwark.sch.uk



In crisis? Need support?

24
hours a day
7
days a week

Text AFC to 85258

Text the free, anonymous crisis textline

All texts are answered by trained volunteers, with support from experienced clinical specialists

AFC Crisis Messenger – Text AFC to 85258 for free 24/7 crisis support



**The Association
for Child and Adolescent
Mental Health**

**Free Lecture On Key Topics In The Field Of
Child And Adolescent Mental Health
11th May 2023 at 2pm**

The Association for Child and Adolescent Mental Health ([ACAMH](#)) have a free webinar showcasing five 10-minute lectures from leading academics, practitioners, and researchers on key topics in the field of child and adolescent mental health.

Sign up here: [Link](#)

The programme for the session is:

- 14:00** Professor Henrik Larsson – Welcome
- 14:05** Professor Thalia Eley ‘Anxiety genetics: what do we know and how might that help?’
- 14:15** Dr. Lucy A. Livingston ‘Depression in autism and ADHD: What do we know?’
- 14:25** Dr. Polly Waite ‘The treatment of anxiety disorders in adolescents’
- 14:35** Dr. Pablo Vidal-Ribas ‘Developmental Origins of Suicide Mortality’
- 14:45** Dr. Aja Murray ‘Exploring mechanisms linking ADHD symptoms to co-occurring mental health issues’
- 14:55** Q&A with the panel
- 15:20** Professor Henrik Larsson – Closes

The Kingsdale Experts

At Kingsdale we are so lucky to have many experts working with us at the school in the Learning Support Faculty and we would like to introduce these experts to you and the roles that they have in the school.

- **Stephen Hack:** Speech and Language Therapist (SALT)
- **Val Burnage:** Emotional Literacy Support Assistant (ELSA)
- **Peter Bowers:** Educational Psychologist (EP)
- **Rachael Hlomador:** Autism Specialist
- **Matthew Wicks:** Autism Specialist
- **Emma Wilkins:** Well-being Coach
- **Holly Robertson:** Art Psychotherapist
- **Dr Rachel Ward:** SpLD (specific learning difficulty) Specialist Teacher
- **Janet Koike:** SpLD (specific learning difficulty) Specialist Teacher
- **Aretha Moore:** School Counsellor
- **Everton Augustus:** School Counsellor
- **Tanya Wray:** Lead School Mentor
- **Jeavon Moo Young:** School Mentor
- **Daniela Dookey:** School Mentor
- **Geoffrey Leslie:** School Mentor

In addition, we may have specialists come into school to deliver training to staff and students. This will be published for parents in this newsletter.



About the talks

Professor Mark Bellis

Will discuss the current understanding of ACEs and the growing awareness in multiple sectors and agencies that the issues they see in people’s lives, whether health, education, social or criminal justice related, are often rooted in the same childhood adversities, and resulting toxic stress responses. He will discuss the need to develop preventative approaches.

Dr. Jessie Baldwin

Will discuss what we know (and don’t know) about the extent to which ACEs cause mental health problems. This will involve considering the challenges to causal inference posed by observational research on ACEs, before reviewing quasi-experimental evidence on the effects of ACEs on mental health.

Professor David Finkelhor

He will present on the issue of screening for ACEs – the challenges and opportunities. He will review the variety of screening tools that have developed for ACEs and will discuss the pros and cons of health screening in general. He argues that screening tools should be accurate including a threshold for referral. There should be available, evidence-based treatments for identified cases that there should be minimal or tolerable negative side effects and the benefits should outweigh the costs.

Professor Andrea Danese and Dr. Alan Meehan

Will present recent research on individual risk prediction from ACEs screening, revisiting data from the original Adverse Experiences Study as well as data from the E-Risk Longitudinal Twin Study and the Dunedin Multidisciplinary Health and Development Study to test the ability of the retrospectively reported adverse childhood experience score to discriminate between adults with and without a range of common health risk factors and disease conditions. Screening based on the adverse childhood experience score did not accurately identify those individuals at high risk of health problems. This can lead to both allocation of unnecessary interventions and lack of provision of necessary support. The presentation will also explore novel approaches that can improve predictions.

Professor Judith Cohen

Will present an updated review of Trauma Focused- Cognitive Behavioural Therapy (TF-CBT), developed by Judith Cohen with Anthony P. Mannarino and Esther Deblinger. It is the most supported treatment for the impact of trauma in children and includes components to address traumatic grief in children. The approach aims to develop a trauma- narrative of traumatic experiences, as a way of making them ‘memories’ rather than re-living them. The evidence shows that the TF-CBT reduces traumatic symptoms and helped to reduce associated symptoms of anxiety and depression. Judith will give 1) a brief description of TF-CBT, 2) update on current TF-CBT research, and 3) recent TF-CBT applications.

Dr. Fiona Turner and Gary Kainth

Will be presenting the BeST trial, which is a randomised controlled trial for abused and neglected Children under 5 who are placed in foster care. The trial, running in Glasgow and London, compares an Infant Mental Health approach with social work ‘services as usual’ on the outcomes of child mental health and time to permanent placement. With each approach offering a different lens to assessing cases of maltreatment, the research will have an important influence on the way decisions are made when young people are identified who have experienced significant adversity. Running alongside the trial is qualitative process evaluation of the context in which the services are embedded, which is shedding important light on the factors that affect decision-making in early life adversities.

Dr Kirsten Asmussen

Will be presenting and updating findings from the reviews of ‘Adverse Childhood Experiences’ and ‘Improving the lives of vulnerable children’. In the ACEs review she commended the enthusiasm for tackling ACEs –e.g. the introduction of Trauma Informed Care, but felt there was a need to create comprehensive public health strategies in local communities on the basis of what works to improve the outcomes for children. This requires effective leadership, strong professional workforces, and strong services. In the ACEs review 33 interventions representing 10 intervention models with robust evidence were identified preventing ACEs, reducing the health-harming behaviours associated with ACEs, or reducing ACE-related trauma.

Joanne Hopkins

She will be presenting developments in the whole school approach to ACEs awareness and trauma informed practice in Wales in educational settings. Comprehensive ACE awareness and trauma informed practice training programs increase staff understanding of the impact of ACEs and their impact and how to help children build resilience. The training has been delivered to primary and secondary schools throughout the country, preschool settings, parents group and the approach taken forward with education colleges and universities, with a view to the whole education sector in Wales being ACEs aware and trauma informed.

SCHOOL NEWS cont.

School Marking Code & Quality Assurance

Parents are reminded that detailed information exists on our school website [here](#), regarding the way that students are assessed at Kingsdale, through the marking of classwork and assessments. Our approaches are also discussed throughout the year at scheduled Parents' Evenings and through curriculum information evenings (*details issued separately*).

Should you have any queries about the marking of your child's work at the school, or have any specific concerns about the frequency of marking in any subject for your child, please use our dedicated reporting email

checkmychildsmarking@kingsdale.southwark.sch.uk



Student Voice – Student Online Surveys

At KFS, we take the student voice very seriously. As such we routinely canvas our young people via confidential online surveys on a range of topics regarding their experiences at the school. The indicative schedule for such surveys for each academic year is below but will be supplemented by additional surveys as required:

Autumn Term: Safeguarding & Extra-Curricular Provision
Spring Term: Safeguarding, Assessment & Curriculum Provision
Summer Term: Safeguarding, Scholarships & School Support Services
Please note each term, students are also required to rate and review the teaching they have received in each timetabled lesson as part of our quality assurance processes.

Lost Property

We are still receiving a large number of items that have been mislaid or lost by students. In many cases, these items are unlabelled, making it very hard for them to be quickly and successfully reunited with their owners!

Please can we ask parents to label all items of their children's property at school, including water bottles, blazers and coats.

Lost property queries can be directed to lostproperty@kingsdale.southwark.school.uk

Calling all Budding Student Journalists!

Kingsdale students have started their own school newspaper and are inviting fellow students to get involved!

If you're passionate about current affairs and would like to write reviews and news reports for the Kingsdale Telegraph, please get in touch!

Click image to open the latest edition!



Students should post their illustrations, reviews and articles (maximum 80 words for reviews and 100 words for articles) in the school newspaper contributions box, situated in the main office. Please include your full name and tutor group. Alternatively, they can email the team via

kingsdaletelegraph@kingsdale.southwark.sch.uk



SCHOOL NEWS

KFS Uniform Bank

We have many items of clothing to help supplement your uniform requirements (subject to availability).

Please note we do not stock ties or individual badges.

Prices:

**Blazer £6, Sweatshirt/Jumper £4
Skirt/Trousers £3 and all shirts £2**

Payment:

Please use appropriate combination of donation boxes (£6/4/3/2) on Parent Pay. Screen shot or download receipt. Come along at opening times to select items from the Uniform Bank.

**Open: 3.45 – 4.45pm Mon/Wed/Fri
Staff: Mr Lewis and Ms Dalrymple**

The School Shop

A reminder that our School Shop is now open during the school day to enable students to purchase a range of useful items that they might need. This includes stationary and uniform items; all of which can be purchased using their school fob.

HOUSE COMPETITIONS

International Dance Day



The art of dance is one of the earliest and longest-standing forms of entertainment and community activity known to humankind. Whilst it continues to be practised by millions of people daily, Dance Day is a precise moment in the calendar where everyone is invited to take part in an extremely enjoyable pastime. Even those with two left feet!

STUDENT TASK:

Create a visual collage of your dance experiences, whether you are a semi-professional dancer or someone that prefers to dance as a hobby.

HOUSE ACTIVITY:

Submit your collage to the House Team:
housesystem@kingsdale.southwark.sch.uk

Ensure your entry is accompanied by your full name, tutor group and House.



Kingsdale Cooking Challenge: Stop Food Waste Day



Compass Group US introduced Stop Food Waste Day in 2017 before going global in 2018. The group are committed to tackling food waste and they are working towards halving food waste by 2030.

Did you know...

- 33% of all food produced globally is lost or wasted every year
- 45% of root crops, fruit and vegetables produced globally is lost or wasted per year
- 25% of the food wasted globally could feed all 795 million undernourished people in the world
- 8% of all greenhouse gas emissions are due to food loss and waste

STUDENT TASK:

Create your own dish from left-over food. Send us a picture and a short description of how you made your dish and what you made your dish from.

Don't forget permission from your parents or carers and have appropriate supervision in the kitchen.

HOUSE ACTIVITY:

Submit your dish to the House Team:
housesystem@kingsdale.southwark.sch.uk

Ensure your entry is accompanied by your full name, tutor group and House.



WHAT ARE THE RISKS?

Echo chambers can offer routes to harmfully extreme worldviews. A typically teenage distrust of authority, for example, could spiral into a full-blown belief in conspiracy theories – sometimes rooted in ideas which are antisemitic, racist or misogynistic. For impressionable individuals who may be feeling disillusioned with life, echo chambers can often function as a gateway to radicalisation.

While critical thinking skills are sometimes taught in schools, they are rarely domain specific. A lack of experience in thinking critically – for example, about things we see when browsing the internet – places young people at risk of falling prey to misinformation, untruths and false narratives, which are sometimes deliberately designed to mislead them and influence their thinking.

If schools struggle to deliver on a clear ethos, founded in British values as outlined in the national curriculum, it leaves a space within which other ideologies have potential to flourish. Teaching about British values in more siloed experiences, such as PSHE lessons, doesn't always effectively convey the key notions: tolerance, democratic values, individual liberty and the rule of law.

Many people enter online echo chambers every day without realising. It's easy to simply consume whatever's placed in front of us as we keep scrolling, unaware that we're being funnelled down a particular route. Not recognising that their daily digital diet could in fact be deeply biased in favour of one side or the other can accelerate a young person's journey towards more extreme ideologies.

It's challenging to reflect on your own beliefs and opinions, and question whether you might have got things wrong. That's why most of us naturally lean towards consuming information which reinforces and underlines what we thought to begin with. The long-term consequence of this is general close-mindedness and, potentially, intolerance of a more diverse set of perspectives.

Advice for Parents & Carers

It could be helpful to explain to your child that, in general, people like to find evidence to strengthen their existing beliefs and prefer to ignore anything which supports an opposing perspective. Emphasise that it's OK if someone (politely) challenges what they think occasionally, and that any criticism of their view is purely that – a criticism of their opinion, not of them as a person.

Encourage any interest your child shows in debating – whether at home, at school, or in clubs or societies. Debates require people to assess the merits of an opposing argument, so they can counter it. Putting themselves in the shoes of someone who has a different point of view is a useful way for children to approach new ideas that may contradict what they previously believed.

Help your child understand how online algorithms shape which information is presented to them each day; ask them to consider why things appear in their feed on platforms like TikTok, Instagram or Snapchat. Explain that it benefits social media companies' advertising revenue to keep people coming back by showing them content which, generally, reinforces their existing world view.

It can be hugely beneficial if your child recognises the importance of a core set of principles, such as the British values. By regularly tying their online experiences back to those essential ideas of democracy, tolerance and kindness towards others, understanding the rule of law and protecting individual liberties, you'll be helping them grow into a more resilient and robust future citizen.

Sitting down to read online news stories with your child is an excellent way to demonstrate to them why it's important not to always get their information from just one place. Comparing how the same story is reported across popular mainstream publications – and talking about the political biases each may have – will highlight the importance of regularly checking a wide range of online sources.

A former director of digital learning and currently a deputy headmaster and DSL, Brendan O'Keeffe's experience and expertise gives him a clear insight into how modern digital systems impact the experience of children, staff and parents – and which strategies help to ensure that the online world remains a useful educational tool rather than a minefield of risks.

Source: <https://archive.org/details/cognitiveillusion0000unse/page/79/mode/2up> | <https://www.tandfonline.com/doi/full/10.1080/1369118X.2016.1218526>
<https://www.allsides.com/media-bias/media-bias-chart>

SPORTS FIXTURES

Monday 24th April

- Under-13s Girls' Football Match at Selhurst Arena Away Game against South Hampstead High School. Leave school at 1.30pm. 2.30pm Start. Return at 4.30pm approx.: **Mr Dash**
- Under-14s Boys' Football Home (Fields) Match against St Matthew's Academy. Leave school at 2.30pm. 3pm Start. Return at 5.30pm approx.: **Mr Price**

Tuesday 25th April

- Under-14s Boys' Football Away Match against Woolwich Polytechnic School. Leave school at 1.15pm. 2.30pm Start. Return at 5.30pm approx.: **Mr Price**

Wednesday 26th April

- Under-12s Boys' Football Away Game against City of London Academy. Leave school at 1pm. 2pm Start. Return at 4pm approx.: **Mr Warren/Mr Foster**

Thursday 27th April

- No planned fixtures

Friday 28th April

- Under-16s Mixed Girls'/Boys' Dance Competition at Milton Keynes. Leave school at 6.30am. Return at 8.30pm approx.: **Ms McGregor/Ms Dookey**
- Under-15s Boys' Tennis Match at Ewell Castle School. Leave school at 12 noon. 1.45pm Start. Return at 5pm approx.: **Mr McWhirter/Mr Foster**
- Under-15s Boys' Football Home (Fields) Match against Kingsford School. Leave school at 2.15pm. 3pm Start. Return at 5.30pm approx.: **Mr Price**

***Fixtures may be cancelled due to water-logged or frozen pitches.**

Student Suggestion Boxes

To promote our well-established and highly effective Student Voice programme, there are suggestion boxes, which are located outside of the Attendance Office in the Main Atrium and The Office of The Headteacher at the bottom of the Green Stairs.

Please encourage your child to use this facility to make suggestions about how we can continue to improve our provision.



HOUSE NEWS

Online Safety Corner

For this week's Online Safety focus, we have included some important points for parents and carers to know about 'Echo Chambers'. Remember to keep an open dialogue with your child about their activities online. **(Please see Page 15)**

The House Leader Board 2022-23

Week ending 21st April 2023

- 1st Place – Swift 30,353 Points
- 2nd Place – Dove 27,171 Points
- 3rd Place – Albatross 24,852 Points
- 4th Place – Falcon 24,427 Points
- 5th Place – Eagle 21,848 Points

Swift are leading the race still and pulling further away!
Can any other House catch them?

Ways we communicate with Parents and students

We communicate with students & parents via:

Student & Parent Email

Please ensure we have your correct email and mobile phone contact details. Students should also be regularly accessing their student email accounts.

MS Teams

Used to share schoolwork, assignments and files.

Twitter/Website

You can find us at @kingsdalefs.
Our new and improved website can be found at: www.kingsdalefoundationschool.org.uk

Satchel One (Previously ShowMyHomework)

Used to share homework details and other school news via the Notice Board feature with students and parents.

<https://www.satchelone.com/login?userType=parent>

Students should submit work via the online submission option.

MyEd Parent App

Downloaded for free at:

<https://www.myedschoolapp.com/> This app provides a range of useful info for parents.