



# PARENTAL NEWS BULLETIN

Issue 21 Monday 24<sup>th</sup> February 2025

## HEADLINE NOTICES

### Second Spring Half-Term Monday 24<sup>th</sup> February – Friday 4<sup>th</sup> April

We hope that all families and students had a restful break and would like to welcome you back to an exciting second Spring half-term. Please remember that you can access full term and holiday dates via our website [here](#).



### House Excellence Award

Anna Doci, Year 7, has won the House Excellence Award. She was nominated by the Mathematics department who stated 'Anna is a lovely student who works extremely hard and always attempts all homework and classwork. She is a very helpful student who is happy to lend equipment to her classmates.' Well done Anna!



### Safer Internet Day 2025!

A thank you to all our students, parents & carers and staff who took part in engaging conversations and activities for Safer Internet Day 2025 on **11<sup>th</sup> February 2025**, with learning based around the theme 'Too good to be true? Protecting yourself and others from scams online'. Many of our students, encouraged by their parents and teachers, also participated in the online conversation via the Padlet portal. You can still join in by clicking on the link [here](#).

### Teachers Quitting Due to Parental Online Abuse!

At Kingsdale, we expect all of stakeholders to treat school staff with respect. We do not tolerate any behaviour which could be described as abusive or threatening. Please see below the extract from a recent national news article about a growing problem concerning abusive parental conduct in schools across the country, the full version of which can be accessed [here](#).

#### **Teachers quitting due to online abuse**

*Kevin Flanagan, head of Pensby High School in Wirral, has warned that an alarming rise in "vicious" online abuse directed at teachers is driving many out of the profession. After securing a £10,000 court settlement against parents he accused of harassment, Flanagan expressed concern over the increasing hostility from parents, stating: "People are just quitting - giving up teaching, giving up headships." He noted that the anonymity of social media allows for a level of vitriol that would not occur in person, leading to significant emotional distress among educators. Flanagan described the situation as a "huge increase" in online abuse, with teachers feeling unsupported and isolated. He also mentioned a lack of meaningful intervention from authorities, including the police and local council.*

## THEME OF THE WEEK

'You Are Known By The Company You Keep – Surround yourself with people whom you aspire to be like. Interesting, energetic, good-hearted people. These characteristics will rub off.'

## WORD OF THE WEEK

### Serenity

The state of being calm, peaceful and untroubled.

## SCHOOL NEWS



### Anthea Bell Prize

We are launching the Anthea Bell Prize for Young Translators in MFL! This competition was launched in 2020 by the Translation Exchange at The Queen's College, Oxford and had over 16,000 participants in 2024. The competition is inspired by the work of the translator Anthea Bell OBE (1936–2018), one of the finest and most influential literary translators of the 20<sup>th</sup> and 21<sup>st</sup> centuries. This is a really exciting opportunity for keen linguists to have a go at testing their translating skills in either French, German or Spanish by decoding and being creative with the language. The texts have been chosen as they are not able to be translated by AI or digital technology. It is open to every year group and there are four levels of difficulty.

Students can find more information on SatchelOne or by contacting: [languages@kingsdale.southwark.sch.uk](mailto:languages@kingsdale.southwark.sch.uk)

The deadline 28<sup>th</sup> March 2025.

**Prizes and points to be won as well as having their work published online!**



# GEOGRAPHY NEWS

## Year 9 Tourism Pamphlet Project

Mr Nzvaura's Year 9 students have been busy exploring the diverse landscapes, cultures, and attractions of Africa as part of their geography studies on the continent's opportunities and challenges.

To bring their learning to life, they created their own tourism pamphlets showcasing destinations across Africa.

Many students went above and beyond, demonstrating impressive creativity and dedication. Through this project, they developed key research, analytical, and design skills, producing engaging and informative pamphlets for potential visitors. Well done to all involved!



## National Careers Week 2025 - Coming soon!

National Careers Week will take place during **the week of 3<sup>rd</sup> - 8<sup>th</sup> March 2025.**

If you want to help bring the world of work to life during that week for our students by giving a careers talk and insight to the sector that you work in, please contact the Careers Team via [careers@kingsdale.southwark.sch.uk](mailto:careers@kingsdale.southwark.sch.uk)





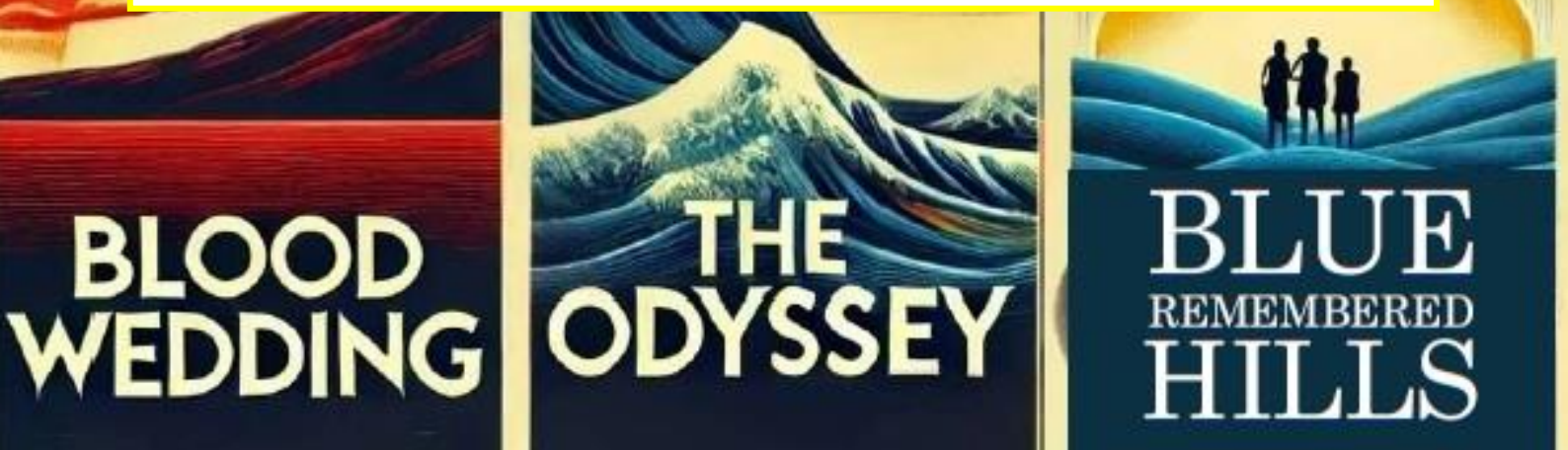


## PERFORMING ARTS NEWS

### Year 9 Scripted Performances

We have a set of performances due to take place for our year 9 scripted assessments this half-term. We will have abridged (1 hour) versions of **Blood Wedding**, **The Odyssey** and **Blue Remembered Hills**. As this is an assessed performance, we welcome parents and carers of students involved in the performances to attend.

This year we would also like to welcome students and their families in **Year 8** who are considering **GCSE Drama**. These performances will give a glimpse into the type of performance opportunities we have at Kingsdale. For further details contact Mr Golding ([qgg@kingsdale.southwark.sch.uk](mailto:qgg@kingsdale.southwark.sch.uk))



THURS  
06/03/25  
5PM

THURS  
06/03/25  
6PM

FRI  
07/03/25  
5PM

YEAR 9 DRAMA | TRIPLE BILL



# SPORTS NEWS

*KFS disclaimer. Please be advised Match reports produced and presented by student reporters.*



## Shad-Juan Bryan-Gray at Indoor Athletics

A huge well done to our Year 11 student, Shad-Juan who came 5<sup>th</sup> in the final of the Men's Under-17s 400m Indoor competition on Sunday in Sheffield, representing his club South London Harriers. He achieved a new personal best of 50:81 seconds in the final too.

A brilliant achievement, well done Shad!



## George Ballard at Under-12s LGI in Poland V PCAP

George Ballard, Year 7, travelled with his team Battersea Ironsides CC to play a 3-game series against Professional Cricket Academy of Poland Under-12s in Krakow last half-term.

In the second game, George bowled the final over for 3 runs to defend the total and win the match. He was named Player of the Match.

George was named joint Most Valued Player for the series and presented a trophy in front of both teams and officials. Well done George!



## Under-12s Boys' Hockey Kingsdale v St Dunstan's College

On Monday, the Kingsdale Under-12s A & B Boys' Hockey teams travelled to St Dunstan's College as they continued their preparations for their upcoming London Hockey competitions. Despite freezing cold and wet conditions, both teams played extremely well and put in maximum effort throughout both games. The A Team unfortunately lost 3-1, with the goal coming from Danny Jones in the first half of the match. The B Team even though on the receiving end of a 5-0 defeat, played some brilliant hockey and had some great chances throughout the game. Both teams will now continue their training and preparations ahead of their London Hockey competitions in March.

**Final score:** A Team Kingsdale **1-3** St Dunstan's College  
B Team Kingsdale **0-5** St Dunstan's College



## Under-16s Boys' England Hockey Plate Competition Kingsdale v Wellington College

On Wednesday 12<sup>th</sup> February, the Under-16s Boys' Hockey team travelled to Wellington College in the next round of the England Hockey Plate Competition.

The game started with sustained pressure from Kingsdale who then scored from their first penalty corner of the match with Skyler Cook finishing to make it 1-0 to Kingsdale. Wellington College came back and replied straight away with a good finish past goalkeeper Daniel Coggins. Kingsdale went straight back on the attack and continued pressurising the Wellington goal. A great pass-through midfield found Cas Sarshar who finished into the bottom corner to make it 2-1 to Kingsdale at half-time.

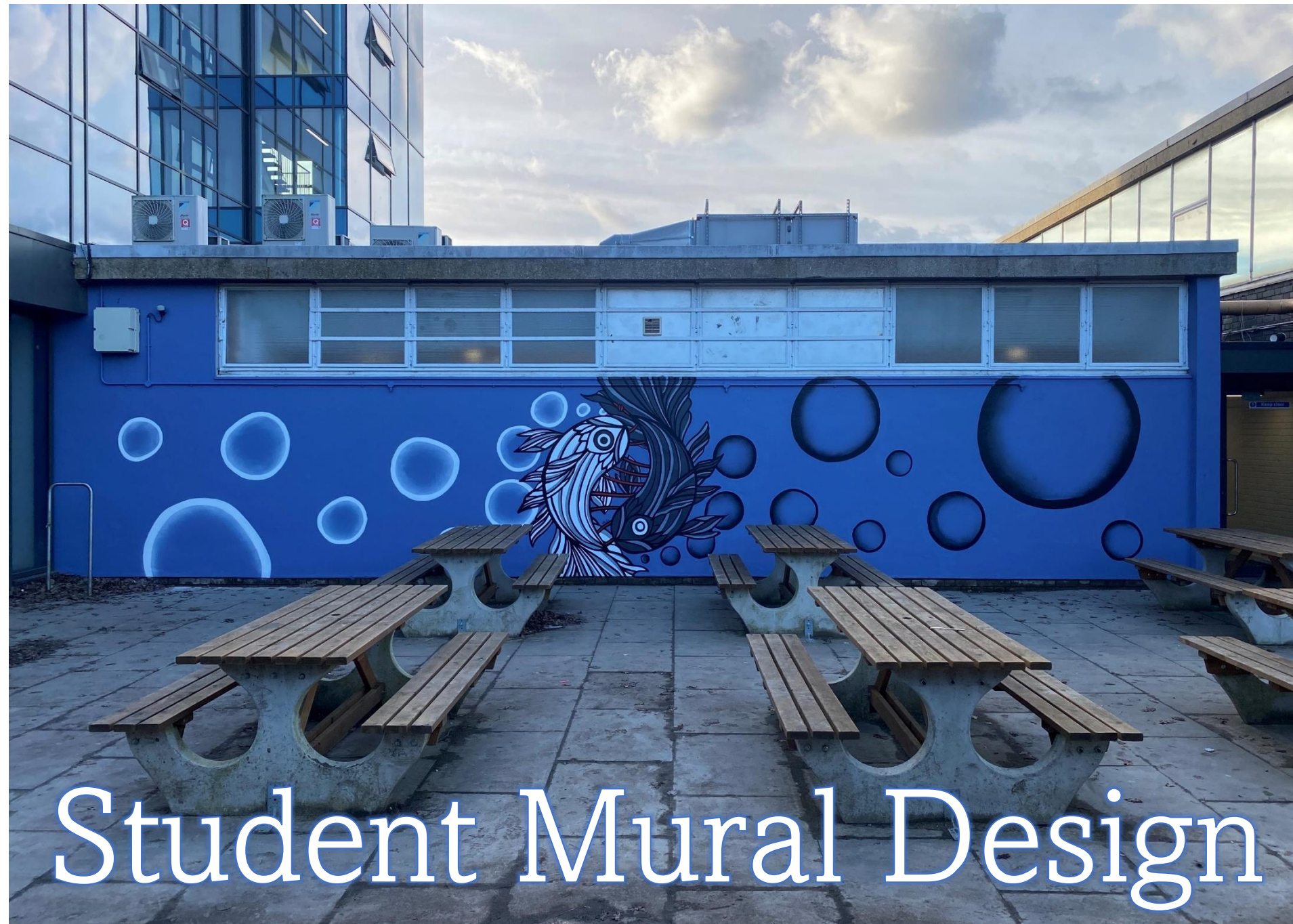
The second-half started as the first finished with great pressure from Kingsdale. A great interception from a Wellington pass by Jake Milton who calmly slotted it past the opposition goalkeeper to make it 3-1. Wellington came back strong and responded again to make it 3-2. Some fantastic defending into the last 10 minutes of the match proved vital as Kingsdale went on to win the game 3-2.

The team will now host Merchant Taylor's, Middlesex in the next round of the competition.

**Final score:** Kingsdale **3-2** Wellington College

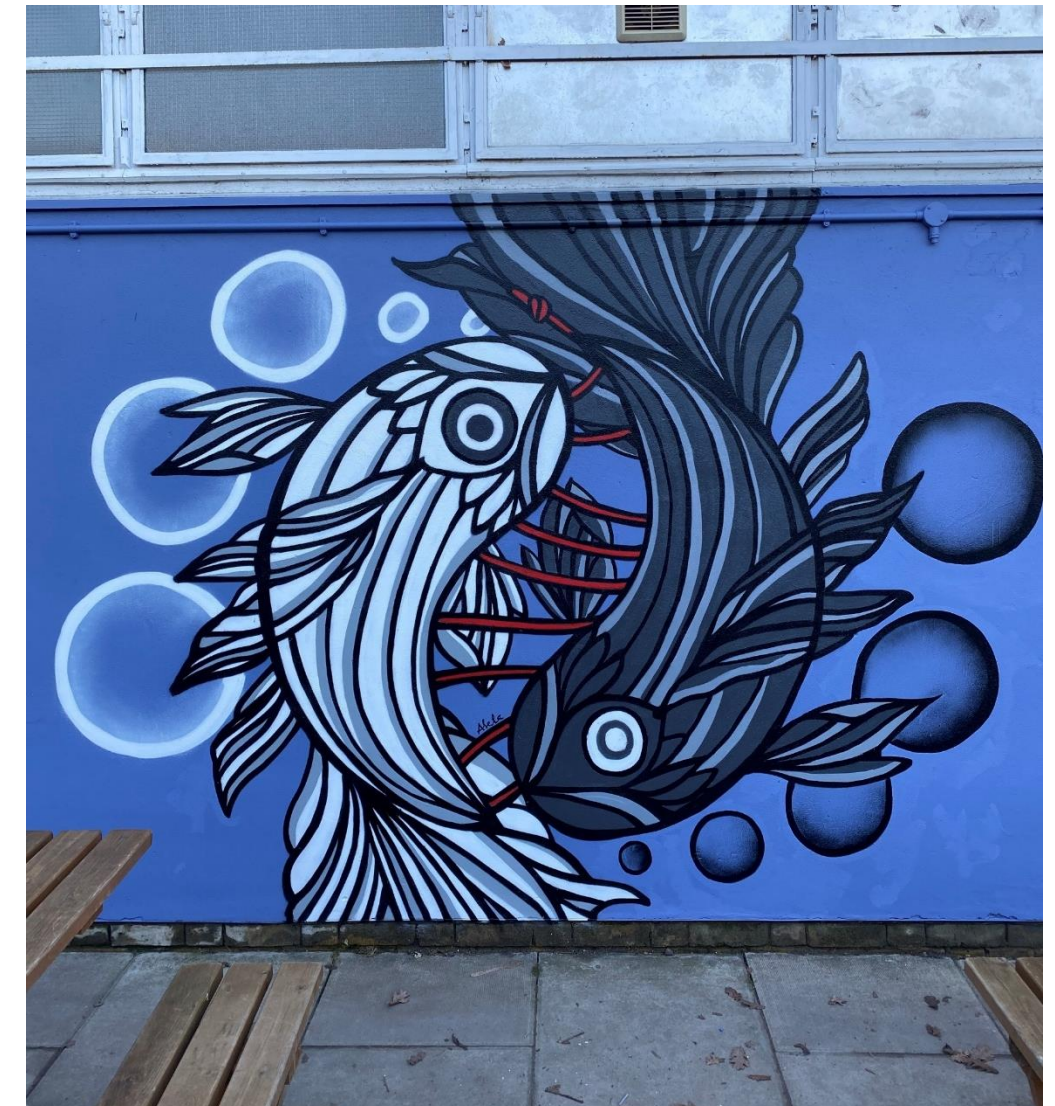
**Goal scorers:** Skyler Cook (1), Cas Sarshar (1) and Jake Milton (1)





Last week we were joined by mural artists from Global Street Art, a mural advertising agency who work with world class artist to deliver projects for global clients. Global Street Art launched a school's competition back in June tasking students to design a mural based around the theme of community.

Fantastically, our Year 11 Graphics student, Alaina Lawes won the competition with a beautiful Koi fish design.





# 5 ROUNDS, 5 THEMES PRIZES FOR WINNERS AND RUNNERS UP

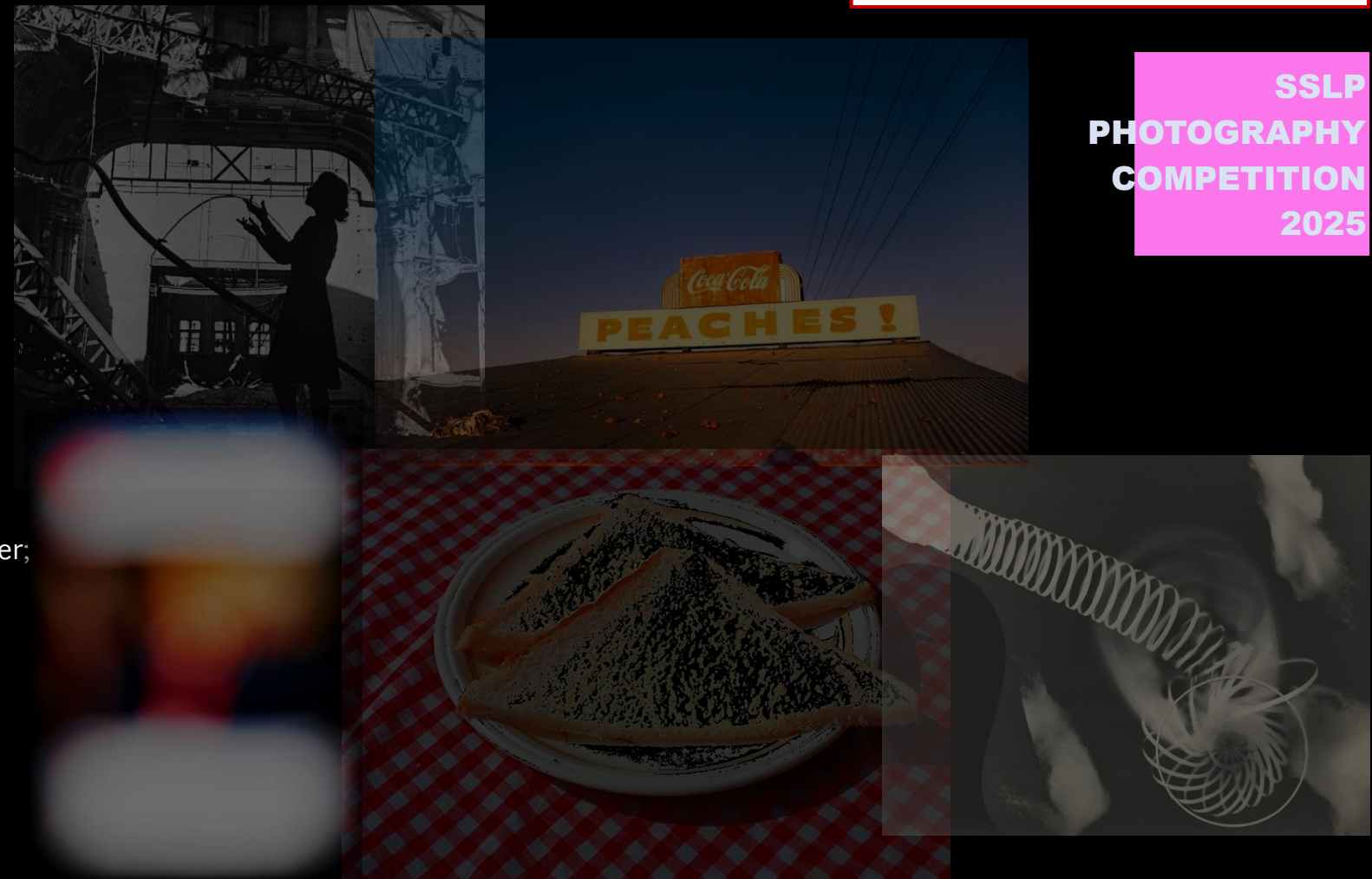
We are thrilled to announce that The SSLP Photography Competition is back for 2025!

Spread over 5 months, this competition will test your creativity, skill and ability to follow a brief. Each month you will be given a theme and asked to submit a photo that best captures it. Your photo will then be judged by a prestigious artist, curator or photographer; the winner and runner-up will win a prize! If you enter every round of the competition your photos will be put into a special round and an overall winner will be chosen.

You can use any camera, but think carefully about subject matter, composition and lighting.

To submit an image please email [street.photocommp@jags.org.uk](mailto:street.photocommp@jags.org.uk) with your name and school in the subject line.

SSLP  
PHOTOGRAPHY  
COMPETITION  
2025

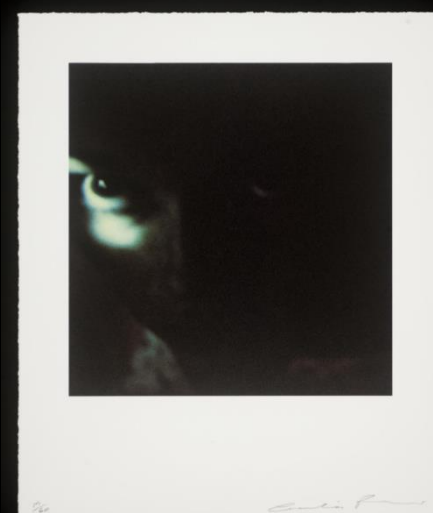


## ROUND 1 - BLUR

Submit your entry to:  
[street.photocomp@jags.org.uk](mailto:street.photocomp@jags.org.uk)

Please put your full name and school  
in the subject line of the email

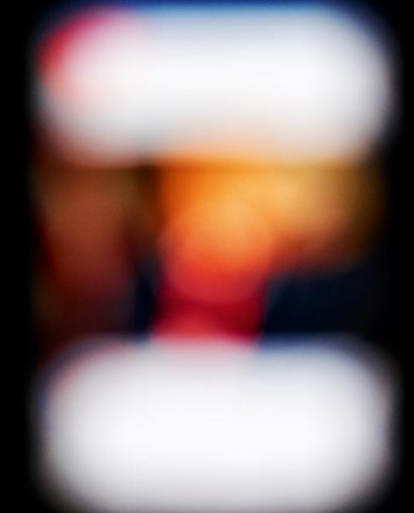
Submission deadline:  
**10<sup>th</sup> February 2025**



THE BLUE ROOM,  
CORNELIA PARKER



UNTITLED,  
JAN GROOVER



APOCALYPTIC POST FIRE  
& FURY, CATHERINE  
LEUTENEGGER





Our Year 7 Art scholars have been taking part in a sculpture workshop led by Patrizia Moschetti, an artist and educator, from City & Guilds.

They have been making these stunning clay plates inspired by Italian ceramics.

## Half Term Catch Up

Wednesday 19th February  
AR2 - Mrs Howell  
10.00 - 2.30pm

Friday 21st February  
PS1 - Ms Wallner  
10.00 - 2.30pm



# CAREER NEWS

## Careers Talks 2025

A reminder that as well as Apprenticeship week, we have a range of careers talks coming up this year – details below.

Students should sign up [here](#) if they are interested.

Any student who has signed up will receive an e-mail and should note that the talk is during their lunch time so they should bring a packed lunch, or can get a slip to be released 10 minutes early from their lesson.

### Careers Talks Programme

#### Neuroscience

Years 8 & 10

4<sup>th</sup> March 2025 at 12 noon

#### Data Centres

Years 9, 12 & 13

11<sup>th</sup> March 2025 at 1pm

#### Medicine Information Session

Year 12

12<sup>th</sup> March 2025 during enrichment sessions

#### Architecture

Years 8 & 10

18<sup>th</sup> March 2025 at 12 noon

#### Business and Entrepreneurship

Years 8 & 10

29<sup>th</sup> April 2025 at 12.00 noon

#### Law Information Session

Year 12

7<sup>th</sup> May 2025 during enrichment

#### Charity Sector: Amnesty International

Years 8 & 10

13<sup>th</sup> May 2025 at 12 noon

#### Wigs & Hair (National Theatre)

Years 9 & 12

20<sup>th</sup> May 2025 at 1pm

#### Health Economics

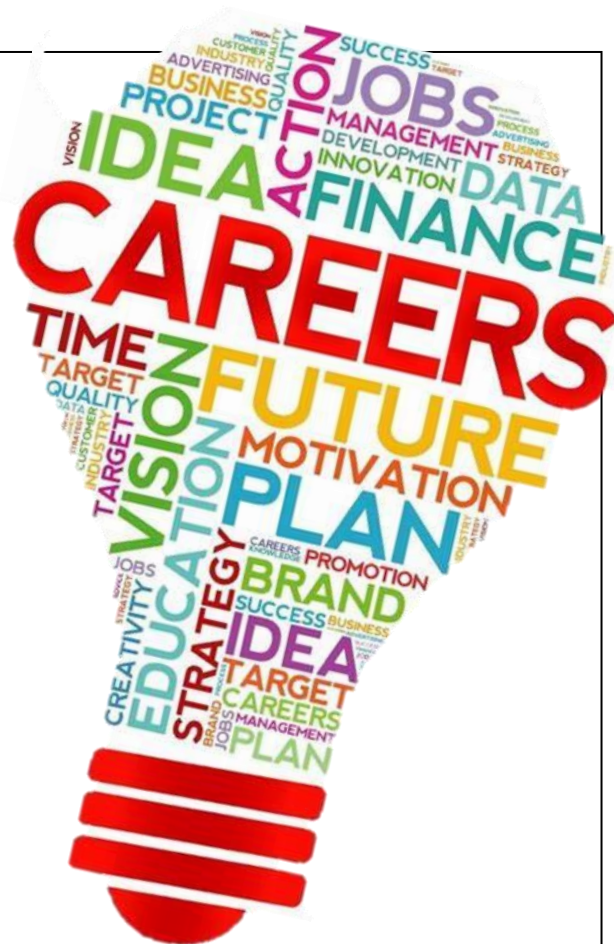
Years 9 & 12

6<sup>th</sup> June 2025 at 1pm

#### Humanitarian & Development Aid

Years 8 & 10

24<sup>th</sup> June 2025 at 12 noon



### Kingsdale Careers Programme 2024-25 Parent Volunteers Invited!

We still need your help to support our careers programme for 2024-25!

If you think you would be able to support us with any of our Careers programme, including the lunch time talks, the Careers Fair, or in any other capacity, please contact us via the email below.

[careers@kingsdale.southwark.sch.uk](mailto:careers@kingsdale.southwark.sch.uk)



## Science Intervention Programme

We invite all students to take advantage of our **Science Support Sessions**! These sessions are becoming increasingly popular, providing an excellent opportunity for students to deepen their understanding of scientific concepts with the help of experienced scientists.

### Who are the sessions for?

- Year 11 and 13 students who need support in understanding key scientific concepts
- Any student looking for extra guidance in science subjects

### Why attend?

- A great opportunity to clarify doubts and strengthen subject knowledge
- A welcoming and supportive environment for learning



## Year 11 – Intervention Programme

| Date        | Combined Science Intervention Programme of Study Every Tuesday |                                          |                                        | Separate Science (Triple Science) Intervention Programme of Study Every Wednesday | Saturday Sessions        |
|-------------|----------------------------------------------------------------|------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------|--------------------------|
|             | Biology                                                        | Chemistry                                | Physics                                | Chemistry Sessions/ Physics                                                       |                          |
| Day/Time    | Tuesday<br>3.45 to 4.45pm                                      | Tuesday<br>3.45 to 4.45pm                | Tuesday<br>3.45 to 4.45pm              | Wednesday<br>3.45 – 4.45pm                                                        | Saturday<br>Open for all |
| Room Number | SC – Small Tutoring sessions<br>SC2/SC3/SC4                    | Small Tutoring sessions<br>SC8/SC10/SC11 | Small Tutoring sessions<br>SC1/SC6/SC7 | S11                                                                               | Online                   |

## A level Intervention Programme

| Date        | Year 13 Intervention Programme                 |                                   |                                                        |
|-------------|------------------------------------------------|-----------------------------------|--------------------------------------------------------|
|             | Biology<br>Wednesday/Thursday                  | Chemistry<br>Wednesday            | Physics<br>Monday, Tuesday and Wednesday               |
| Day/ Time   | Wednesday (6M2) and Thursday<br>3.45 to 4.45pm | Every Wednesday<br>3.45 to 4.45pm | Every Monday, Tuesday, and Wednesday<br>3.45 to 4.45pm |
| Room Number | SC10                                           | Tutoring sessions                 | Small Tutoring sessions<br>SL1                         |



# SCHOOL NEWS

## Big History Club!

For Key Stage 3 and 4 in HU6  
Every other Tuesday from 4.15 to 5pm

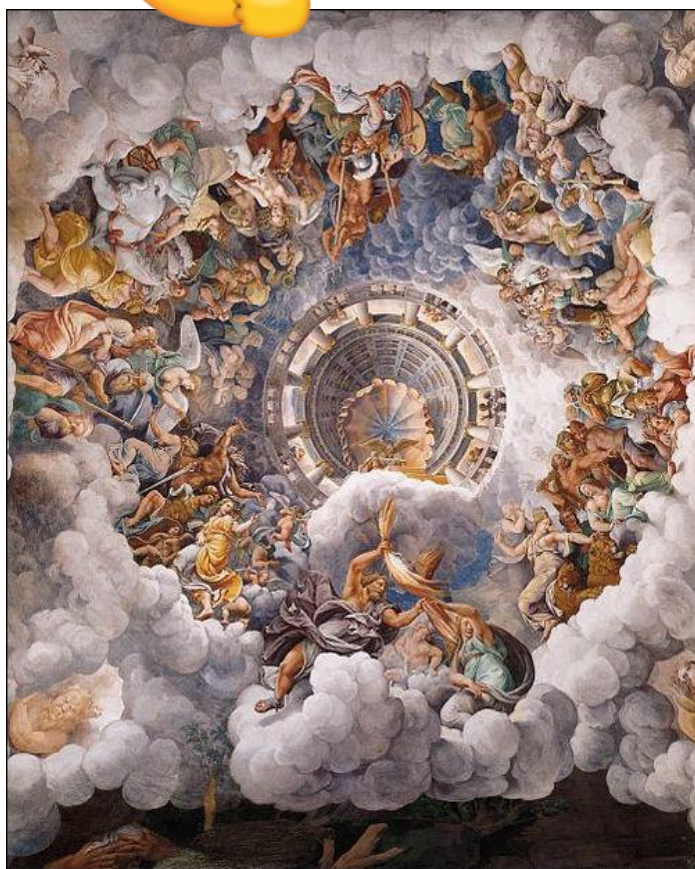
Do you want to dive into the past?

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.

Join us on **Tuesday 25<sup>th</sup> February**, we will be investigating **'Tales of Greek Gods and Titans'** led by some of our terrific Year 7s!

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



## CALENDAR 2024-25



You can also find lots of other useful sources of information on the school website [here](#). This includes further details about the operation of the school, including Term Dates, Assessment and Uniform.

Should you have any suggestions for additions to our website, please contact Mr Karp, via email [tkp@kingsdale.southwark.sch.uk](mailto:tkp@kingsdale.southwark.sch.uk)

For further information on term & holiday dates, please contact the Attendance Team via [attendance@kingsdale.southwark.sch.uk](mailto:attendance@kingsdale.southwark.sch.uk)

### SPRING TERM 2025

#### First Spring Half-Term

Friday 3<sup>rd</sup> January – Friday 14<sup>th</sup> February

#### Half-Term Holiday

Monday 17<sup>th</sup> February – Friday 21<sup>st</sup> February

#### Second Spring Half-Term

Monday 24<sup>th</sup> February – Friday 4<sup>th</sup> April

### SUMMER TERM 2025

#### First Summer Half-Term

Tuesday 22<sup>nd</sup> April – Friday 23<sup>rd</sup> May

Tuesday 22<sup>nd</sup> April INSET DAY

*School closed to students except those in Year 11*

#### Mayday Bank Holiday

Monday 5<sup>th</sup> May 2025

#### Half-Term Holiday

Monday 26<sup>th</sup> May – Friday 30<sup>th</sup> May

#### Second Summer Half Term

Monday 2<sup>nd</sup> June – Friday 25<sup>th</sup> July

Friday 25<sup>th</sup> July INSET DAY

*School closed to students except by invitation*



# SEND FACULTY NEWS

## Helping Your Child Revise and Use Extra Exam Time Effectively

Extra exam time can benefit children with ADHD, dyslexia, autism (ASD), or other conditions if used effectively. Practising exams at home under actual conditions can help familiarise them with the environment, while a positive mindset about the extra time can turn it into an advantage. Open communication with teachers about helpful strategies can also enhance performance. Implementing these approaches at home provides crucial support during exams.

Here are some helpful strategies, along with links for further information, to implement at home:

### For Children with ADHD:

- **Active Study:** Use hands-on methods like drawing or explaining concepts aloud.
- **Short Breaks:** Incorporate movement breaks using the [Pomodoro technique](#) (25 minutes of work, 5-minute break).
- **Limit Distractions:** Create a quiet study space and consider noise-cancelling headphones.

### For Children with Dyslexia:

- **Technology:** Utilise text-to-speech and speech-to-text software.
- **Multi-Sensory Learning:** Employ colour-coded notes and mind maps.
- **Readable Text:** Print notes using larger font and spacing for clarity.

### For Children with Autism (ASD):

- **Routine:** Establish a predictable study schedule.
- **Visual Supports:** Use checklists and timers to enhance focus.
- **Comfortable Space:** Ensure the study environment meets sensory needs.

### General Exam Time Management Tips:

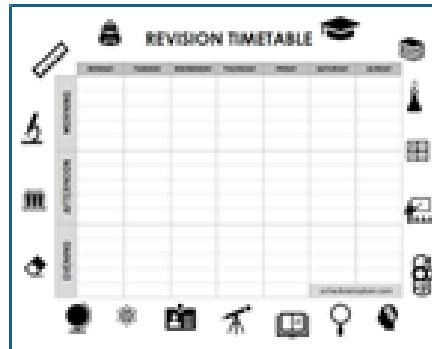
- **Practice with Timed Mock Exams:** Encourage your child to practise mock exams under timed conditions. This can help them get a feel for how to pace themselves and allocate time to each question.
- **Chunking Questions:** Train your child to divide their time according to the number of questions. For example, if they have two hours for an exam with ten questions, remind them to spend around 12 minutes on each.
- **Prioritise Questions:** Advise your child to quickly skim the exam and identify questions he feels confident about. They can answer these first to build speed and save the more challenging ones for later.
- **Use Breaks Wisely:** If they feel overwhelmed, remind them it's okay to take a short break to breathe and refocus rather than rushing to get out of the exam room.
- **Highlight Key Points:** Encourage them to underline or highlight keywords if a question allows. This can help them focus on what is asked and organise their thoughts.
- **Break Down Answers:** They can outline their answers before writing for more extended questions. This not only organises their thoughts but also makes the writing process quicker.
- **Stay Positive:** Remind them to keep a positive mindset; sometimes, simply acknowledging that extra time is available can alleviate the pressure.

### Valuable Resources: [Young Minds: Tips for Neurodivergent Students](#)

These strategies can help your child feel more confident and in control during exams. Please email me if you need further support at: [SJA@kingsdale.southwark.sch.uk](mailto:SJA@kingsdale.southwark.sch.uk)

## How to Help Your Child Engage with Homework

Homework can often be a source of stress for both children and parents. However, with the right approach, you can transform homework time into a productive and positive experience. Here are some effective strategies to help your child stay engaged with their homework.



### Create a Conducive Environment

Ensure that your child has a quiet, well-lit, and organised space dedicated to studying. Keep distractions such as televisions and mobile devices to a minimum. A clutter-free and comfortable workspace can enhance concentration and efficiency.

### Establish a Routine

Consistency is key when it comes to homework. Set a regular time each day for your child to complete their assignments. A structured routine helps instil discipline and prevents procrastination.

### Break Tasks into Manageable Portions

Large assignments can feel overwhelming. Teach your child how to break down homework into smaller, manageable sections. Setting short-term goals can make the workload feel more achievable and reduce stress.

### Encourage Independence

While it's important to provide guidance, avoid completing the work for them. Encourage your child to think critically and solve problems on their own. This fosters confidence and a sense of responsibility.

### Use Positive Reinforcement

Praise your child's efforts and progress rather than focusing only on mistakes. Positive reinforcement, such as verbal encouragement or small rewards, can boost motivation and make homework feel less like a chore.

### Make Learning Fun

Incorporate games, apps, or hands-on activities related to their homework topics. Creative learning methods can make studying more engaging and help reinforce difficult concepts in an enjoyable way.

### Be Available for Support

Let your child know that you're available for help but encourage them to try first before seeking assistance. Ask guiding questions instead of giving direct answers to promote critical thinking.

### Communicate with Teachers

Stay informed about your child's progress by maintaining open communication with their teachers. Understanding expectations and areas where your child may need extra support can help you provide more targeted assistance.

### Encourage Breaks

Long study sessions can lead to fatigue and decreased focus. Encourage short breaks between tasks to help refresh your child's mind and improve productivity.

### Promote a Growth Mindset

Help your child view challenges as opportunities to learn and grow. Encourage perseverance, and remind them that mistakes are part of the learning process.

By implementing these strategies, you can create a more engaging and less stressful homework experience for your child. With patience and consistency, they will develop strong study habits that will benefit them throughout their academic journey.





## Bell House: Supporting the Dyslexic Learner SEND FACULTY NEWS cont.

### All Six Sessions Special Offer



This six-week course has been designed to help you understand how you can best support a child at home and at school.

Children with dyslexia may learn differently from you. We will cover how to recognise different learning profiles, multi-sensory learning, age-appropriate reading matter and tools, note taking, mindmapping, making numeracy more visual and how to gather evidence that a child needs help and support.

**Tina Hunter** is a highly experienced specialist teacher and assessor with over 20 years of experience in the field of further education. She has worked both in the UK and abroad, gaining valuable insight into a variety of educational systems and practices. Tina has worked with students across primary, secondary, and further education levels, allowing her to develop a comprehensive understanding of the diverse needs of learners at different stages of their academic journey.

Click [HERE](#) to find out more.

Click [HERE](#) to book.



### COURSE DATES REMAINING

**Thursdays: 27<sup>th</sup> February and 6<sup>th</sup>, 13<sup>th</sup> March 2025.**

This booking page is for the whole six sessions for a special price of £100.

*If you prefer to book specific dates for £20 per session please navigate away and book for the dates you would like to choose.*

#### Week 1 - Thursday 30<sup>th</sup> January 2024

##### Signs and Symptoms of Dyslexia and Exam Arrangements.

This session will look at the signs and symptoms of dyslexia, the different types of reports and how to get a diagnosis. It will discuss how reports can be used to apply for exam arrangements and Disabled Student Allowance (DSA).

The session will cover what access arrangements are available, evidence needed and the best arrangements for different profiles.

#### Week 2 - Thursday 6<sup>th</sup> February 2024

##### Memory Mastery

Dyslexia is a learning difference that affects the way individuals process and retain information, often resulting in challenges with memory. This session will explore strategies and techniques for supporting memory in dyslexic learners, including interventions, such as mnemonics, graphic organisers, and multi-sensory approaches that can be personalised for learners to use in a variety of situations.

#### Week 3 - Thursday 13<sup>th</sup> February 2024

##### Supporting Reluctant Readers and Writers

Dyslexia is commonly associated with difficulties affecting reading and writing. This session will cover decoding words, active reading techniques and different reading styles for different tasks. In addition, useful resources and assistive technology demonstrated.

We will look at multi-sensory strategies to support spelling, including how to create resources at home and in the classroom. In addition, planning techniques and templates to scaffold writing tasks. Plus, assistive technology to support writing and proofreading.

#### Week 4 - Thursday 27<sup>th</sup> February 2024

##### Assistive Technology and AI

Assistive technology can play an important role in supporting dyslexic learners. This session will cover a range of topics, including the different types of assistive technology and free software available to help overcome any difficulties associated with reading, writing and language processing.

#### Week 5 - Thursday 6<sup>th</sup> March 2024

##### Study Skills and Revision

This session will focus on practical strategies and tools to help students develop their study skills and revision techniques. The session will cover organisation skills, managing workload, using course specification for revision topics and developing effective study habits for achieving academic success.

#### Week 6 - Thursday 13<sup>th</sup> March 2024

##### Managing Maths

Around 60% of people with dyslexia are thought to have maths learning difficulties and many people have maths anxiety. This session will look at the challenges that dyslexic learners face when it comes to processing mathematical information and offer practical tips to support their learning. It will cover multi-sensory strategies to support retrieval of maths facts, as well as, developing a better understanding of mathematical concepts. Useful resources and games will be demonstrated to aid the completion of maths tasks at home and in the classroom.

### Parenting Courses and Support Groups

## YOUNG MINDS

### Mindful Parenting and Mental Health Support

- **YoungMinds Parents Helpline:** Provides confidential advice and resources for parents concerned about their child's mental health.
- **Mindful Parenting Courses:** Focus on reducing parental stress, improving parent-teen relationships, and fostering emotional intelligence in young people.
- **The Anna Freud Centre:** Offers resources and training for parents of teenagers struggling with emotional difficulties.

More information: [youngminds.org.uk](https://youngminds.org.uk) | [annafreud.org](https://annafreud.org)

### Place2Be Parenting Support

Place2Be, in partnership with local schools and councils, offers an online **Parenting Smart** course aimed at supporting parents of secondary school-aged children.

The course covers:

- Managing teenage emotions and behaviour.
- Setting clear boundaries while maintaining a positive relationship.
- Encouraging emotional well-being and resilience.

More information: [place2be.org.uk](https://place2be.org.uk)



### Lambeth Parenting Groups

Lambeth Council and local organisations offer parenting programs tailored to support families with older children:

- **Being a Parent – Teen Edition:** A program designed for parents of children aged 11-16, focusing on positive communication, emotional regulation, and strengthening the parent-teen relationship.
- **Triple P (Positive Parenting Program):** Provides practical strategies to help parents manage challenging behaviour, support their child's mental well-being, and encourage positive development.

More information: [leaplambeth.org.uk](https://leaplambeth.org.uk)

### South London and Maudsley NHS Foundation Trust (SLaM) Support Services

SLaM offers various mental health and emotional well-being services for young people and their families. Programs include:

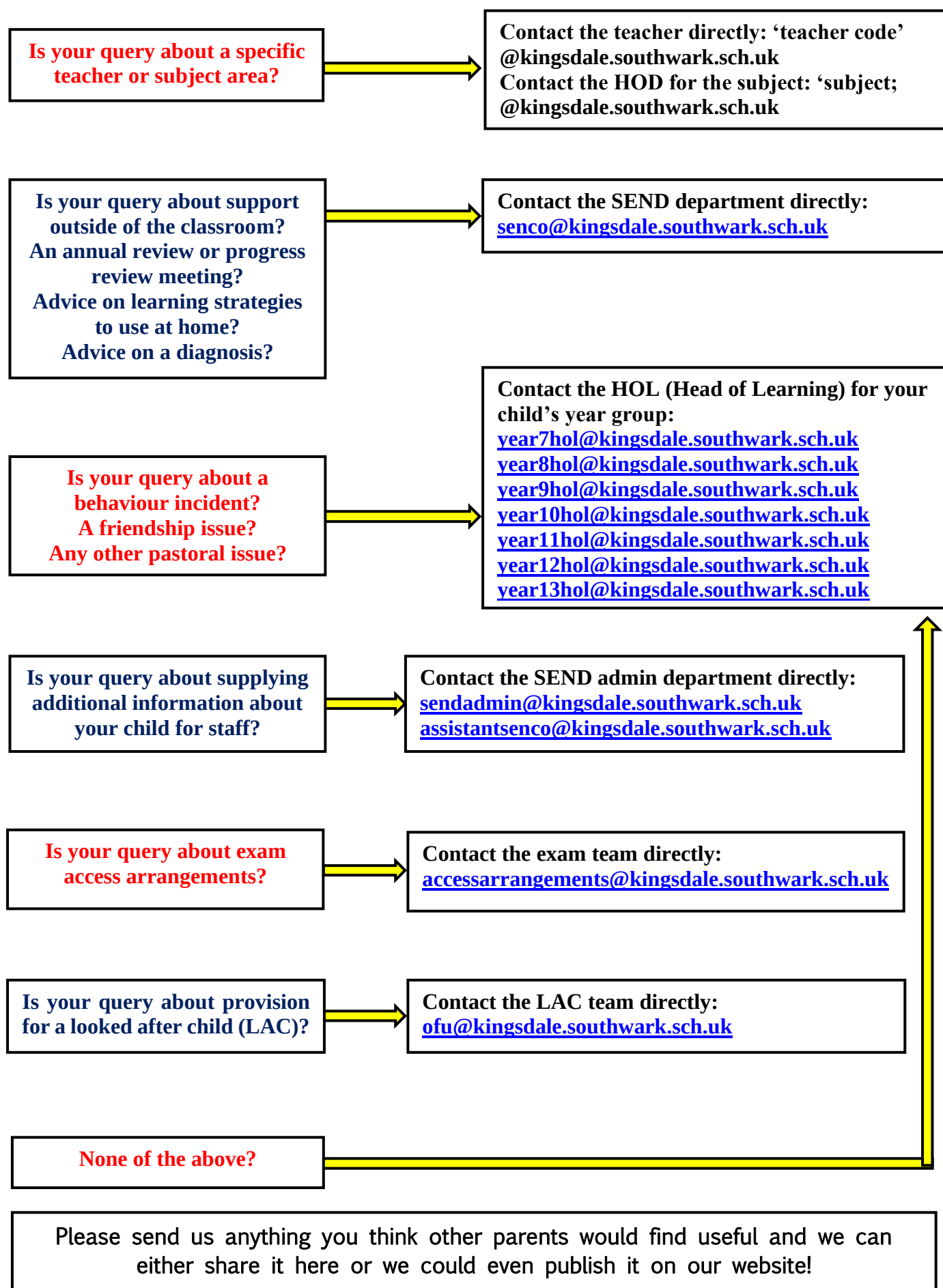
- **CAMHS (Child and Adolescent Mental Health Services):** Provides professional assessments, therapy, and support for adolescents struggling with emotional and behavioural difficulties.
- **Empowering Parents Empowering Communities (EPEC) – Adolescent Focus:** A peer-led initiative offering parents strategies to handle teenage challenges, such as conflict resolution and emotional resilience.

More information: [slam.nhs.uk](https://slam.nhs.uk)



### Communication Flowchart: SEND

At Kingsdale we would like our communication to be as effective as possible. Please see the flowchart below to help us support your child effectively and get the information needed to the right people.







# SET THE STAGE

Turn your passion into a role in a film crew



## JOIN THE CREW

We're looking for 15-17 year olds who are passionate about make-up, costume design, storytelling, audio-visual and production to join our Set The Stage film crew.

Got what it takes? There are two ways you can apply:

1. Submit a video via direct messaging to EE on either TikTok or Instagram including the word 'STAGE'
2. Tag EE in a post with your entry, including the word 'STAGE' in the tag

The video should be no longer than 90 seconds and creatively show why you want to join. If you're artistic, you could show us your skills with a makeup brush. Or maybe, you're more into storytelling – make something come alive through words!

Apply through Instagram

Apply through TikTok

## BAFTA COMPETITION FOR 15-17 YEAR OLDS

## ABOUT BAFTA

BAFTA, the British Academy of Film and Television Arts, is a world-leading independent arts charity. In addition to the awards ceremonies, BAFTA offers a year-round international programme with learning events and initiatives. These events give access to the world's most inspiring talent through workshops, masterclasses, lectures, scholarships and mentoring.

For more information please go to:  
<https://eelearnsmart.co.uk/partners/bafta/>



Applications will close on March 21st 2025. Each applicant will be shared the T&Cs alongside an application form to apply. Entrants will submit their application forms, which will be reviewed by Young Film Academy. The teens will be judged on their relevant skills, ability to deal with a long shoot, resilience to adversity and teamwork, alongside their passion and enthusiasm. The final 16 will be selected and contacted in May with the shoot production happening over 7-10 days in the summer. The competition will be supported by our partner Samsung UK.



**Get Rid of and Donate** is a charity that are proud to be the first award winners of Lambeth Council's winners of the Climate Change Award 2024. They want to extend their work to more secondary schools in Southwark & Lambeth. The Kingsdale community can help them.

Parents can donate and drop off to the school at Main Reception, for the notice of Mr Lewis and/or Ms Dalrymple.

Get Rid of and Donate collects unwanted clothes (**not school uniform – send this to KFS Uniform Bank**), shoes, small kitchen and household textiles, bedding, curtains, personal cosmetics, musical instruments electrical/ gadgets, IT equipment, toys, books, garden equipment etc.

We want to support the reduction of risk of any contamination or viruses and as such, all items **MUST BE** in good condition and clean.

**ITEMS SHOULD BE DONATED IN BAGS FOR LIFE OR BOXES - NO PLASTIC OR WASTE BIN DISPOSAL BAGS**

Get Rid of and Donate **DO NOT ACCEPT** the following items:

1. **Used Baby Items** - baby bottles, steamers, teething rings, bowls & cutlery, potties, baby baths, changing mats, baby underwear & socks, baby bedding, sleeping suits, baby/Children bike or car seats
2. **Old/damaged/stained bed sheets & pillowcases or duvets** - (will collect only if in good condition)
3. **Damaged Kitchen/houseware** - any broken or items with missing items, porcelain ornaments, framed pictures, ceramic cups, and drinking glasses.
4. **Commercial Publications** - magazines, newspapers, season wrapping paper, trees or decorations
5. **Specific Plastic Items** - plastic bags, clothes hangers, food containers, bottles or plates
6. **Animal Items** - cat litter trays, baskets, housing, play toys, dog cages (only new items accepted)
7. **Out of Date Food**
8. **Certain Furniture** - furniture made of MDF, dismantled furniture
9. **Damaged/Faulty Appliances/Electronics** - items that are faulty, damaged or not working.



Get Rid of and Donate rescues unwanted items – preloved good quality clothes, shoes, household/textiles, books, toys, tech/electrical, furniture, musical equipment/music/cd/DVDs and more recycling giving back to those in need.

Join our campaign to help those in need, making an impact and support GROAD's global green agenda in local communities.

Something that you no longer want can still be used by someone else giving a 2<sup>nd</sup> or 3<sup>rd</sup> life span!

Donations benefit the beneficiaries of the project refugees, asylum seekers, vulnerable families and the homeless.

The UK creates 26 million tons of waste, of which 14 million ton end up in landfill sites. \*Landfill is the second most used waste treatment in the UK in 2018 with 23.6% of waste sent to landfill. We all have contributed to this in some way.

The alternatives are the three R's - Reduce, Reuse and Recycle! 

 @Getridofit  
 @getridofitanddonate  
 @groadonate\_cic  
 @groadonate\_cic

Join us in our mission to others help and Get Rid of and Donate.

**07944 102 112**

info@getridofit-donate.com  
www.getridofit-donate.com



## 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. The School Shop is located in the main Atrium nearest to the green stairs.



### 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](mailto:lostproperty@kingsdale.southwark.school.uk)

## 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 website at: [www.kingsdalefoundationschool.org.uk](http://www.kingsdalefoundationschool.org.uk)

### SatchelOne (previously SMHW)

Used to share homework details and other school news via the Notice Board feature with students and parents. Login [here](#).

### MyEd app

Downloaded for free at:

<https://www.myedschoolapp.com/>

This app provides a range of useful info for parents.

## SCHOOL NEWS



### KFS Uniform Bank

Our uniform is a key part of our identity and as such we are able to help parents and carers in providing quality uniform items. Sadly, the cost of living is still rising and some families are finding it a challenge to cover all bases in bringing up a family. There is also the negative environmental impact in design and disposal within the clothing industry to consider. Kingsdale community families can acquire cleaned and sanitised pre-worn uniform blazers (Belmont Dry Cleaners in Croxted Road have been most generous with their time and costing in this matter) and other items, dependent on availability, at a much, reduced rate.

The Uniform Bank will also be open between 3.45pm and 4.45pm each Monday, Wednesday and Friday. Please, always check for availability of items prior to making a purchase. This is a rolling programme that continues throughout the entire academic year and as such we are always looking for donations. Please leave washed and folded clothes at the main Reception area. Items of uniform will be available at other times of the year depending on supply. If you would like to help in any way please make yourself known to the team.

If you have any queries, do not hesitate to contact: Mr Lewis at [jls@kingsdale.southwark.sch.uk](mailto:jls@kingsdale.southwark.sch.uk)





**If you are worried someone's drinking or drug use is affecting your child, we're here to help.**



**We help children and young people to cope with difficult family situations and feel stronger in themselves.**

You can speak to us on 0203 404 7699  
or email [Southwark.YoungPeople@cgl.org.uk](mailto:Southwark.YoungPeople@cgl.org.uk)

## Free Workshops for Parents and Carers

Do you want more guidance on how to talk to your children, teens and young people about vaping, alcohol or drugs? Do you want to be informed on the current themes and trends we come across working with young people in the borough?

Substances are more accessible today than ever before. For parents, carers or anyone responsible for children and young people, it can feel overwhelming and difficult to know how to respond.

We're offering FREE online workshops for parents and carers in Southwark, to give advice and guidance to help you navigate this quickly changing landscape.



### We'll cover:

- Current trends amongst young people
- Strategies for talking to young people about substances in an open and supportive way
- Practical advice on how to keep your children safe from the dangers of substance misuse



For further information contact:

- Email: [Southwark.YoungPeople@cgl.org.uk](mailto:Southwark.YoungPeople@cgl.org.uk) or scan the QR code for a direct link to the eventbrite page.
- You can call us on: **020 3404 7699**

**SCAN ME**





Talking to your child about

# SHARING IMAGES ONLINE

For children and young people, socialising online is part of normal life. Chatting online and sending messages, photos and videos can be a good way of strengthening friendships. Sometimes, however, they can misjudge boundaries and may not realise the impact of their actions.

They can also be manipulated or pressured by others into sending inappropriate content, such as nude or semi-nude images. These can be sent for reasons including humour, shock-value, revenge or exploring bodies and relationships. Once images are shared, they can't be retrieved, leaving them vulnerable in many ways.

Having conversations with your child at an early age about what is and isn't ok to create and share can help keep them safe.



## What can you do to keep your child safe online?

S

### Set clear boundaries.

Agree with your child what they can do online and their access to certain apps/websites.

T

### Talk with your child and be supportive.

Listen to what they already know so you can start a conversation about what normal use is.

E

### Educate everyone in the family.

Make sure all family members know what isn't appropriate and how to stay safe online.

E

### Evolve with the internet.

Keep up to date with technology used by your child and their features such as smartphones, VR headsets etc.

R

**Research, review and regulate the apps and websites your child uses.** This will allow you to decide whether they should use them and how to keep them safe online.



Prosecutions of children are very rare but there can be legal consequences to sharing nude or semi-nude imagery of a child (photos, cartoons or other picture formats), even if the person doing so is a child. If you think your child has shared an inappropriate image, speak to an advisor at the Child Exploitation and Online Protection Command (CEOP). Details below.



### FOR SUPPORT AND ADVICE, PLEASE VISIT:



**ParentZone** – Resources for parents/children to help keep kids safe online.



**CEOP Education from the National Crime Agency** – Advice, information and resources to use with your child to help keep them safer from online child sexual abuse.



**Internet Matters** – Comprehensive resources and expert guidance to help parents/carers keep their children safe online.





## A safe space for teenagers worried about sexual behaviour

Our new website for young people with concerns about their own or someone else's sexual thoughts and behaviour.



[shorespace.org.uk](https://shorespace.org.uk)

### Why Shore?

- It is one of the only resources of its kind in the world, designed specifically for young people with concerns about sexual behaviour
- It has reliable information to get anonymous help if they or a friend has acted harmfully online



# 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 that we can offer pastoral support and liaise with our Safer Schools Officer – PC Crampton.

Please contact Mr Harding via [dhg@kingsdale.southwark.sch.uk](mailto:dhg@kingsdale.southwark.sch.uk) with any queries.



### 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](mailto:health&wellbeing@kingsdale.southwark.sch.uk)

[tellsomeone@kingsdale.southwark.sch.uk](mailto: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.



# HOUSE COMPETITIONS



## International Mother Language Day

### International Mother Language Day

On the 21<sup>st</sup> February, it is International Mother Language Day. It is celebrated every year on this day. The purpose of this day is to raise awareness of language, cultural diversity, and multilingualism around the world.

Through globalisation, many languages are under threat of disappearing altogether, but they are a crucial aspect of preserving cultures around the world. At least 43% of the world's estimated 6000 spoken languages are endangered. Every two weeks, a language completely disappears, and the cultural and intellectual heritage is gone with it. 40% of the people in the world don't have access to education in a language that they understand.

Therefore, celebrating International Mother Language Day is important because it ensures these languages are not forgotten, as well as keeping the culture, heritage, and history of various societies intact. People should be proud of their mother language and want to have the drive to learn more.



**STUDENT TASK:** Write a short poem in your Mother Language to raise awareness of language, cultural diversity and multilingualism around the world.

### HOW TO ENTER:

Be sure to share your poem with the House Team: [housesystem@kingsdale.southwark.sch.uk](mailto:housesystem@kingsdale.southwark.sch.uk) Ensure your entry is accompanied by your **full name, tutor group and House.**



### Kingsdale Cooking Challenge: The Feast of St David's Day

#### What is the Feast of St David?

Also known as St David's Day, it is the feast day when Welsh people hold celebrations for their Patron Saint David. The saint is honoured with special parades, Welsh symbols, and concerts.

#### When is the Feast of St David?

The dedicated day for the Patron Saint is celebrated on 1st March every year. This is the day the Saint died, in 589 AD.

#### What is St David known for?

Dewi Sant, as he is known in Welsh, was a monk who was thought to have been born sometime around 460 to 515AD, near the city of St David in southwest Wales. He founded many religious communities and churches during his time as a preacher, including, maybe, the abbey at Glastonbury.

#### Why is the leek associated with St David's Day?

It could be due to the Saint's diet of only leeks and water. There's also the legend of St David telling Welsh soldiers to wear leeks in their helmets when in battle. This was done so that they could easily spot each other when fighting the Saxons, who wore very similar armour. This tactic helped the Welsh soldiers to win the battle.

**STUDENT TASK:** Make a Leek Soup or your own creative alternative. Send us a picture and a short description of how you made your soup. The most creative soup will win valuable points for your house. Don't forget permission from your parents or carers and have appropriate supervision in the kitchen.

**STUDENT HOUSE ACTIVITY:** Submit a picture of your soup to the House Team: [housesystem@kingsdale.southwark.sch.uk](mailto:housesystem@kingsdale.southwark.sch.uk) Ensure your entry is accompanied by your **full name, tutor group and House.**



## Leek Soup

### Ingredients

2 medium onions, chopped

30g butter

680g leeks, trimmed, sliced and washed

2 sticks of celery, chopped

1 litre chicken stock

140g plain yoghurt

Chopped fresh chives to garnish

### Equipment

Large saucepan with lid

Wooden spoon

Food blender

Bowl

Spoon



### Method

1. First, melt the butter in the saucepan.
2. Add the onions and stir them into the melted butter for 30 seconds.
3. Now, add the celery and leeks. Cook on a low heat until they are soft, which should take about 10 minutes.
4. Then, carefully add the stock and gently stir.
5. Add the salt and pepper.
6. Turn the heat up and bring the soup to the boil.
7. Cover the saucepan and simmer for 30 minutes or until the vegetables are soft.
8. Let the soup cool, then pour it into the blender.
9. Blend the soup until smooth.
10. Carefully, pour the soup back into the saucepan and stir in the yoghurt.
11. Finally, pour some soup into a bowl and sprinkle on some chives to garnish.

We hope you find this resource useful. These recipes are intended as general guide only and involve the use of knives, hot water and kitchen appliances which use considerable heat. It is your responsibility to assess risks and ensure the activity is safe for those participating. We will not be held responsible for the health and safety of those participating and cannot accept any liability. It is also your responsibility to ensure you are fully aware of the allergies and health conditions of anyone making or consuming these products - noting potential allergens included in the ingredients.



# What Parents & Educators Need to Know about ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS

## WHAT ARE THE RISKS?

### ACCURACY

AI language models such as ChatGPT, generate their responses based on the data they have been trained on. This is often drawn from the Internet and therefore may include incorrect facts, leading to responses which contain errors and inaccuracies.

### BIAS

AI Language models, including ChatGPT, can perpetuate existing biases present in the data they were trained on. This could lead to biased responses and the reinforcement of stereotypes.

### SENSE

AI solutions do not have the ability to understand the context or meaning behind a question or prompt. This could result in inaccurate or irrelevant or even non-sensical responses, whether that be in text, image or other responses.

AI solutions are trained on a large dataset of text to learn patterns and relationships in the data and generate text, images, sound or even video based on the data they are trained on. As such, users can ask a question, provide a prompt or provide other source material, and the AI solution will then provide a response.

### ACCOUNTABILITY

AI solutions do not have the ability to take responsibility for the responses they generate. This could cause confusion or misunderstandings in language models if the AI's responses are taken as fact and the truth. With generative AIs that create images, it can lead to output derived from other people's content but without any attribution of the source artist's work.

### LACK OF CREATIVITY

AI solutions are not capable of independent thought and rely on the data they were trained on. This may potentially produce a lack of creative thinking and problem-solving abilities if students come to be heavily reliant on AI solutions.

## Advice for Parents & Carers

### A SAFE ENVIRONMENT

Empower children and young people to use the various AI models in a safe environment and with appropriate content filtering/supervision, and to raise any concerns or questions as they arise.

### ENCOURAGE CRITICAL THINKING

Encourage children to use AI solutions as tools to help them research and learn, but remind them to not take the model's responses as the truth. Emphasise that they should question, verify and think critically about the information they receive.

### DISCUSS BIAS

Discuss with children the potential biases that may be present in the responses generated by AI language models and encourage them not to simply accept the responses that it gives them at face value.

### MONITOR USAGE

It is important for parents to monitor their children's usage of AI solutions (as with technology use in general) to ensure that they are utilising it responsibly and to provide opportunities to discuss its use, if needed.

### ENCOURAGE HUMAN INTERACTION

Help children learn how to use AIs in conjunction with other resources, such as books and the internet, but also humans such as teachers, relatives and friends. Emphasise the importance of human interaction as part of life and as part of learning.

### SCHOOL GUIDANCE

Be aware of school rules or other guidance in relation to the use of AI solutions in relation to a child's education and discuss appropriate and inappropriate with young people accordingly.

## Meet Our Expert

Gary Henderson is the Director of IT in a large UK boarding school having previously taught in schools and colleges both in the UK and in the Middle East. He has a particular interest in digital citizenship and cyber security believing that it is important that we are all more aware of not just the benefits of technology, but also the risks.



The National College

Source: See full reference list on guide page at: <https://openai.com/index/chatgpt/>



# SPORTS FIXTURES

## Monday 24<sup>th</sup> February 2025

- Under-13s & 15s Boys' Rugby 7s Development Day at Roslyn Park. Leave school at 10.30am. Start 12 noon. Return at 3.30pm approx.: **Mr Price/Mr Worsley**

## Tuesday 25<sup>th</sup> February 2025

- Under-15s Boys' Football Away Match against Highbury Grove School. Leave school at 1pm. Start 2.30pm. Return at 6pm approx.: **Mr Foster**

## Wednesday 26<sup>th</sup> February 2025

- Under-14s Boys' Football Away Match v The Charter School, North Dulwich. Leave school at 1.30pm. Start 2.30pm. Return at 4.30pm approx.: **Mr Foster**
- Under-12s Boys' Rugby Home Match v Graveney School. Leave school at 1.50pm. Start 2.30pm. Return at 4pm approx.: **Mr Worsley**

## Thursday 27<sup>th</sup> February 2025

- Under-16s Mixed Dance Festival at the Brit School. Leave school at 12 noon. Start 1pm. Return at 3.30pm approx.: **Ms McGregor**
- Under 12s & 16s Mixed Swimming Gala at Glass Mill Swimming Pool. Leave school at 12 noon. Start 1pm. Return at 5pm approx.: **Mr Jones**
- Under-13s Boys' London Hockey Competition at Kings College, Wimbledon. Leave school at 8am. Start 9am. Return at 3.30pm approx.: **Mr Pizzey/Mr Price**

## Friday 28<sup>th</sup> February 2025

- Under-13s Boys' Basketball Away Match v The Norwood School. Leave school at 2.50pm. Start 3.30pm. Return at 5pm approx.: **Mr Lord/Mr Price**

Please note that fixtures maybe postponed or rearranged due to waterlogged or frozen pitches. Extra Fixtures may be organised at short notice.

All fixtures can be viewed via the link below:

<http://www.kingsdaleschoolsports.org.uk>

# HOUSE NEWS

## Online Safety Corner

For this week's Online Safety focus we are looking at 'What Parents & Educators Need to Know about AI Solutions'. Get a greater insight here.

**Please read!** Remember to keep an open dialogue with your child about their activities online. See page 22 above.

## The House Leader Board 2024-25

Week ending  
14<sup>th</sup> February 2025

- 1st Place – Dove 63,159 points
- 2nd Place – Swift 61,935 points
- 3rd Place – Falcon 59,887 points
- 4th Place – Albatross 59,133 points
- 5th Place – Eagle 59,098 points

Can Dove be stopped as they surge ahead and who will bring up the rear?!



## 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.



Kingsdale Foundation School, Alleyn Park, Dulwich, London, SE21 8SQ

Web: [www.kingsdalefoundationschool.org.uk](http://www.kingsdalefoundationschool.org.uk) Tel: 0208 670 7575 (To report student absence use Option 2)