



The Appleton School Parent Bulletin

18.10.24

Key Dates

24.10.24

Sixth Form Open Evening

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House System

Congratulations to all pupils in Year 7, 8 and 9 and 10 for your achievement points that you have earned since the start of the academic year.



House	Grand Total
Austen	6112
Nightingale	5847
Tull	6519
Turing	6368
Grand Total	24841

Attendance & Achievement

How much does attendance impact on achievement and success?

The school's expectation of attendance is at least 97%. The impact on good attendance on your progress is shown in the table below with 94 % of students achieving their target grades at the end of year 11. The higher your attendance the best possible chance of personal success!

Attendance %	Achieve expected target grades.	You will only achieve your target grade in:
<80%	20%	2 of your subjects
80-84.9%	33%	3 of your subjects
85-89.9%	46%	4 of your subjects
		You will achieve your target grade in:
90-91.9%	53%	5 out of 9 subjects
92-95.9%	75%	7 out of 9 subjects
96%	84%	8 out of 9 subjects
97%	94%	9 out of 9 subjects



Correspondence sent out this week

Date	Letter	Year/Whole School
14.10.24	Safeguarding Letter	Whole school
16.10.24	2024 Bronze DOFE launch letter	Year 10





General Notices

Vision and Values

Currently, our students are reviewing the core vision and values of our school. Our vision is that we are “achieving excellence” together. Our core values help us learn important qualities and behaviours that encourage us to be responsible and kind citizens, and help us grow as individuals and in friendships.

- ⇒ **Respect:** We should appreciate everyone in our community. We are all unique and deserve kindness. We should also take care of our school family and wider community.
- ⇒ **Resilience:** It's important to face challenges bravely. We can learn from our mistakes and successes. We should be ready for changes and handle tough times calmly.
- ⇒ **Community:** We are all part of the Appleton family. Let's all work together to make our school a happy place. We should be proud of our diverse community and get involved.
- ⇒ **Aspiration:** We should aim high and always try our best. Let's work hard to do well in everything we do.

Respect

Recognise the value we all give to society. Recognise we are all different from one another and deserve respect. Care for our immediate and wider environment. With respect being fostered by our community we will **excel together**.

Resilience

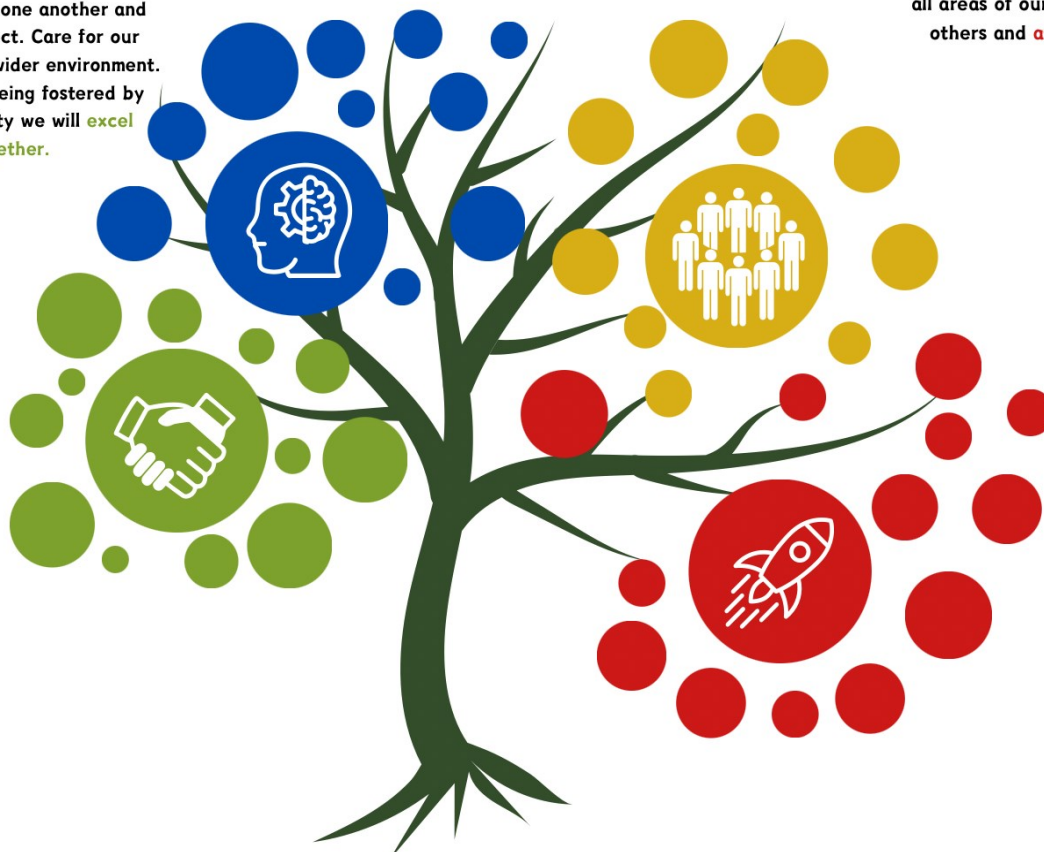
Embrace the opportunity to face challenges. Value the chance to learn and grow from both our successes and mistakes. Adapt to change and manage stress to overcome set-backs, leading to us to **persevere together**.

Community

Commit to making a positive contribution to our Appleton Family. Value and connect with our diverse community with purpose and pride. By working together we will **innovate together**.

Aspiration

Commit to ambitious individual goals and have high expectations. Demonstrate motivation to thrive in all areas of our lives. To inspire others and **aspire together**.





General Notices

Uniform

During the school term we have noticed that the students' uniform is not meeting the usual high standards and we ask for parental support in ensuring the students are meeting the expectations. Going forward we will be confiscating any items that are not part of our uniform policy, this includes jewellery and sports tops/hoodies.

In warmer weather we permit students to take off blazers but they should be on their person and a sports jacket or hoody should not be worn as a replacement.

A link to the school's uniform expectations is here: <https://theappletonschool.org/parents/uniform-and-equipment>.

If there are any issues with uniform e.g. shoes are broken, then please just send your child in with a note so an exemption pass can be issued.

FAQs

1. Why a focus on uniform?
The school represents that students are part of the Appleton Community and we want them to be proud of that fact , exactly how a sports team wear the same kit.
2. But uniform does not impact their education?
There have been various studies on this over the years, but a uniform takes off the pressure from students and parents to have the latest designer clothing to allow them to focus on their learning. Further to this , it reduces points of conflict with staff, by meeting the basic uniform expectations means that everyone can focus on the learning in a positive learning environment.



FORMAL PRACTICAL BLACK LEATHER SHOES (or faux leather alternative) which must have a heel and black laces (where applicable).

Not permitted:
Sports brands, emblems or logos. Canvas shoes, flat sole style shoes, trainers, high heels or boots

PLAIN BLACK, FORMAL TROUSERS, which go over shoes.

Not permitted:
Jeans, cropped trousers, stretchy, jersey or Lycra. Skinny-fit trousers, jeggings or leggings, brushed cotton/ chino style trousers.

OR

FORMAL BLACK KILTIED SKIRT
Approved length 22 inches

Not permitted:
Stretchy, Jersey, Lycra or tube style skirts

MAKE UP AND JEWELLERY

- No false eyelashes
- No nail polish or acrylic nails
- No excessive make-up
- Students are allowed one ring of sensible size, a watch and one stud earring in each ear, no other piercings are permitted.
- No other jewellery allowed

For further details visit the uniform section of The Appleton School website





General Notices

Mobile Phones

A gentle reminder to parents/carers in line with the National Government guidance for schools we have a clear policy of, 'Not seen, not heard, not taken away' across our school site throughout the school day.

If students do need to have a mobile phone to support them in their travel to and from school, we ask that when students arrive in the morning, they turn their phones off and keep them out of sight.

If students are seen using their phones during the school day, their phone will be confiscated. If a student has their phone confiscated three times, the phone will not be returned to the student; instead, parents/carers will be contacted and asked to collect from school in person.

Please see attached letter which was sent home at the start of the academic year regarding our school's expectations: <https://www.theappletonschool.org/user/pages/04.parents/02.letters-home/02.whole-school/September%20Welcome%20Letter%202024.pdf>

FAQs

1. Why a focus on phones?

According to the GOV.UK website by the age of 12, 97% of children have their own mobile phone, according to Ofcom. Using mobile phones in schools can lead to online bullying, distraction and classroom disruption which, in turn, can lead to lost learning time.

Reminder - the use of mobile phones are not permitted anywhere on the school site during the school day, including break time, lunch time and lesson changeover.



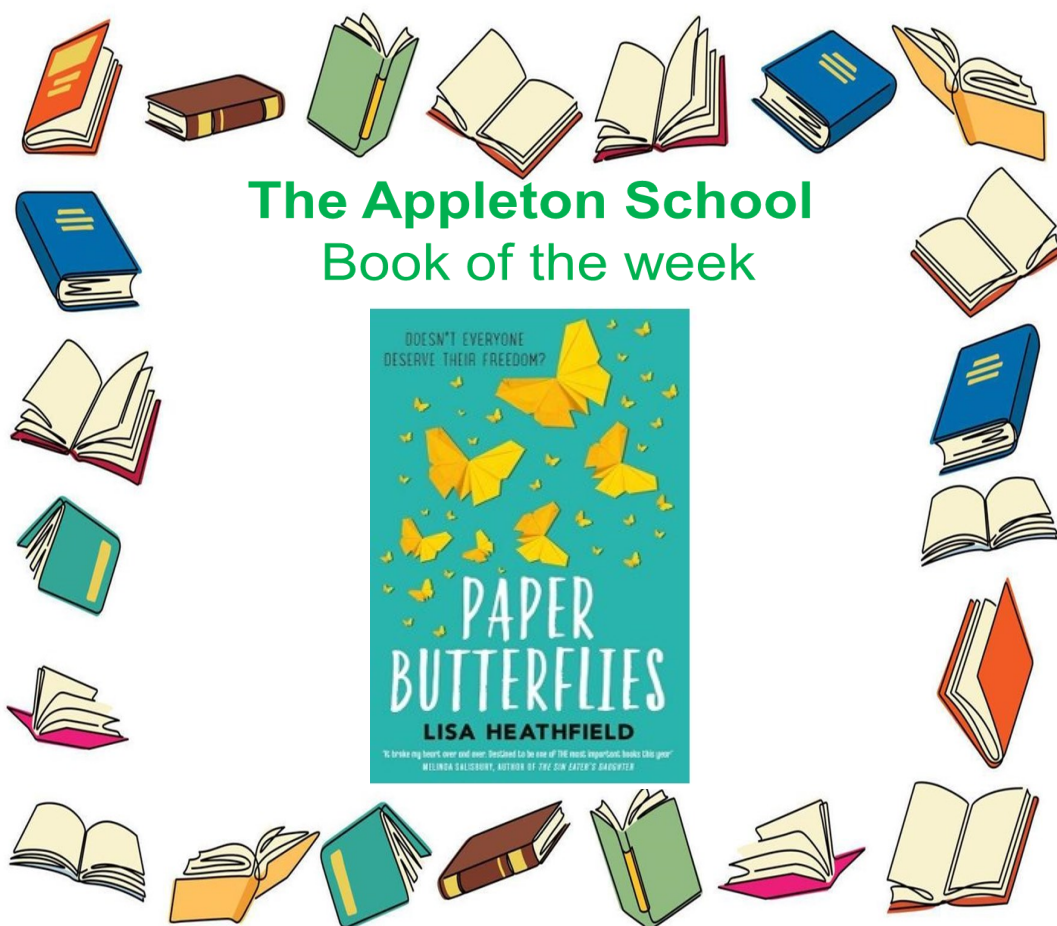


General Notices

Book of the Week

Title: Paper Butterflies
Author: Lisa Heathfield

June's life at home with her stepmother and stepsister is a dark one - and a secret one. Not even her father knows about it. She's trapped like a butterfly in a jar. But then she meets Blister, a boy in the woods. And in him, June recognises the tiniest glimmer of hope that perhaps she can find a way to fly far, far away. But freedom comes at a price...





General Notices

GCSE English Language Parental Workshop



The GCSE English Language Parental Workshop last night was a huge success! During this event, parents/carers gained a deeper understanding of the GCSE English Language exams and left with the confidence to best support their child's success. All participants were amazing and proved that when we work together as a community, there is nothing we can't achieve for the benefit of our children!

GCSE English Language Parental Workshop



**Thank you everyone for
coming!**



General Notices

Online Safety

Online safety - how to spot the signs of exploitation, check device security settings and report concerns.

The first half term back at school is almost complete for many children and young people across the county, but the risks of online abuse remain a threat which young people and their parents/carers should be aware of.

It's also spooky season and there is the possibility that children may take their Halloween celebrations online. This could result in sharing frightening content and peer pressure to undertake harmful online challenges. The addictive effects of technology could also impact on mental health.

From the 21-27 October the Essex Safeguarding Children Board (ESCB) and partners are encouraging people across Essex to take part in sharing messages about online safety across social media.

The week of activity will cover topics including youth involved sexual images, online gaming, and online safety for pre-schoolers. There will be information on how to support young people to have healthy relationships in a digital world and the importance of supporting them to understand the dangers that technology can present with relationships.

Any child is at risk of being exploited - both boys and girls can be groomed online, with contact often starting on social media. **It is important to remember that exploitation is not the child's fault, and they are never to blame.**

Caregivers can create a supportive environment, where online safety is discussed regularly in the same way as road safety or stranger danger, enabling children to speak up about any concerns they may have. By taking an interest in what games they are playing and trying to understand their online world, parents and carers can initiate important conversations. It's also worthwhile double checking that devices have the correct parental controls, especially if they're new.

The [ESCB website has resources for parents, carers and professionals](#) including podcasts, videos, how to report concerns, and information about spotting the signs of exploitation.

Concerns about child exploitation can be reported anonymously via Crimestoppers 0800 555111. There is also a dedicated Essex Police Child Exploitation hotline - for parents, carers and members of the public to seek advice around concerns they may have about their own or other children with regards to criminal and sexual exploitation: 01245 452058.



General Notices

Nightingale Charity Event



NIGHTINGALE

Presents



HALLOWEEN HAMPER RAFFLE

1 Ticket x 50p
4 Tickets x £1.50

In support of
Mental Health Foundation

HALLOWEEN SWEET & CAKE SALE

From 50p to £2.00

Bring Correct Change
OCTOBER 25
Break & Lunch

Venue: Kiosk, Outside Music Block

Student Council and Nightingale are proud to present their first house charity event taking place on **Friday 25th October 2024** during break time and lunch time at Kiosk, outside Music block.

You can support the charity event by purchasing the sweets and cakes, purchasing raffle tickets and/or by donating Halloween themed sweets or cakes (to be given into C9 before registration on



Mental Health
Foundation

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General Notices

Every year the Young Essex Assembly elect a Youth Council for Essex. Every two years, 75 people from all districts are elected to join the YEA.

If your child is interested in standing for election, the pack is attached to this bulletin and you can visit www.young-essex-assembly.org.uk or email yea@essex.gov.uk for further information.

YEA Candidate Pack:

[YEA Candidate Pack 2024.pdf](#)

 Essex County Council

**YOUTH
SERVICE**

The Young Essex Assembly
is the elected Youth Council
for Essex representing the
voice of young people.



What can you bring to the Young Essex Assembly?

If you live or go to school in Essex and are aged between 11-19 or up to 25 if you have additional needs, take your first step to have your voice heard and start your journey to influence change by reading this information pack and contacting us today using the details below.

Closing date for YEA Elections Application
is Monday 31 October 2024.

Contact: email yea@essex.gov.uk [X@youngsxassembly](https://www.instagram.com/youngsxassembly)
or visit our website www.young-essex-assembly.org.uk



PE Fixtures

Monday 21st October 2024

Year 7 SEE Cup football CV (Home)

Year 7 Rugby Sweyne Park (Home)

U13 Essex Cup Basketball Barking Abbey (Away)

Year 10 Essex Cup Football WHSB (H)

Tuesday 22nd October 2024

U13 National Cup Netball (Home)

Wednesday 23rd October 2024

Year 10 SEE Cup Football St Thomas Moore (H)

U19 Netball (H)

Year 7 A and B Netball Fitzwimarc (H)

Thursday 24th October 2024

Year 7 Basketball Fitzwimarc (A)

PE Shoutouts

Year 7 SEE Cup 1st Round 3-2 win against Eastwood Academy

U19 Football 6-1 win against Sweyne Park

U14 Essex Cup Netball win against William Edwards 22-2

Well done to all of the runners who competed in the National Schools Cross Country 1st round on Tuesday and the Thorpe Hall Relays on Friday!

Mr Rowe, Head of Physical Education



Shoutouts

Massive well done to Chantel Sorae, Kai Burns, Kieran Bragg, and Billy Johnson for taking part in the 'Teach for Ten' activity in maths lesson this half term! They all planned and delivered examples to their peers effectively and with confidence, well done! Miss Sangha

Also a massive well done to Josh Sandoval, Alisha Pearcey, Grace Bower, Frederick Ewers and Brooke Smith in Year 13 for their creativity and innovation in designing activities to help their peers understand and discuss new theories within the Relationships topic. Miss Sangha

Filter Theory AO1 Summary

Kerckhoff and Davis (1962) proposed the filter theory to explain how relationships form and develop:

- Field of Availables - entire set of potential romantic partners
- Field of Desirables - We narrow our partner choice by using 3 filters

1 - Social Demography

- Refers to factors which influence the chances of partners meeting
- Same city, school, religion
- Results to homogamy - more likely to form a relationship with someone who is socially/culturally similar.

2 - Similarity in Attitudes

- Partners often share important beliefs and values
- They need to agree on basic values in early stages to promote self-disclosure and communication
- Byrne (1993) found that similarity causes attraction

3 - Complementarity

- The ability of romantic partners to meet the other's needs.
- One likes to be protected, the other likes to protect
- Kerckhoff and Davis suggested this is more important for long-term couples as opposites attract in later stages of relationships.

- Grace Bower (lesson on filter theory)

THE HALO EFFECT

Dion et al, 1972

People who are physically attractive are consistently rated with more positive qualities, traits and skills (e.g. being good, kind, strong, successful and sociable) in comparison to unattractive people (more socially desirable)



Example: Disney films

Self-fulfilling prophecy: this belief makes them more attractive to us and so we behave positively towards them

Appears to be a universal construct (operates outside of gender, age and cultural parameters)

Students from the USA and Korea found good-looking people to be more friendly and trustworthy than those deemed unattractive (Kim, 1997)

What is beautiful is good

The Halo Effect: We allow one characteristic like attractiveness to have a disproportionate influence on our judgements of a person's other attributes like personality

Cognitive bias -> involves generalising conclusions and forming an impression on a person based on their attractiveness alone

(Lesson on physical attractiveness in relationships)

- Alisha Pearcey





Attendance



Being In School, On Time Really Matters

Did You Know... ?

If your attendance	You would miss	you are likely to achieve your target grade in
was 97%	5 days of school	9 out of 9 GCSEs
was 95%	9 days of school	7 out of 9 GCSEs
was 92%	15 days of school	5 out of 9 GCSEs
was 90%	19 days of school	4 out of 9 GCSEs
was 85%	29 days of school	3 out of 9 GCSEs

WE WANT YOU TO ACHIEVE YOUR BEST

Check your current attendance using the Edulink App

100% Attendance



Did you know that all students with 100% attendance are entered into a weekly prize draw for a Golden Ticket to jump the queue at break and lunch?

And students with 100% attendance all term receive a special attendance award!

ATTENDANCE

Attendance Matters



Research shows us that there is a direct link between pupils attendance at school and how well they achieve

Congratulations to the following tutor groups who had the best attendance in their year group this week.

704	Mr Polley	99.0%
807	Mrs Claxton	96.1%
909	Mr Kyprianou/Miss Bowles	97.2%
1003	Miss Boddy	95.6%
1107	Miss Clifforth/Mrs Manning	96.7%





Parent Support Sessions



Parent Support Sessions



Parent Support Session course delivered by Mr Clout
Starting on Tuesday 17th September the course runs for 10 weeks during term time. This course is open to all parents and covers the following topics:

- The parenting philosophy induction session.
- The tug of war!
- Active Listening.
- Praise and Encouragement
- Whose problem is it?
- Consequences!
- Good days and bad days!
- Managing the stress
- Supporting the vulnerable child

The course will run from 6.00pm - 7.30pm on the following dates in N4 at The Appleton School:

- Tuesday 17th, 24th September 2024
- Tuesday 1st, 8th, 15th, 22nd October 2024
- Tuesday 5th, 12th, 19th, 26th November

If you wish to attend please call the school and register your interest on 01268 794215 or email your interest to

info@theappletonschool.org



Safeguarding

What Parents & Educators Need to Know about HORROR FILMS & AGE RATINGS

The 'on-demand' availability of streaming platforms in many homes creates extra possibilities for young viewers to be exposed to age-inappropriate content. Material which features horror or violence can cause anxiety and nightmares for children, especially since it can be hard for young ones to grasp that what they're watching isn't real.

CLASSIFICATION BREAKDOWN

The British Board of Film Classification has the following age ratings:

U: Suitable for all ages

PG: For children aged 8 and above; this content shouldn't unsettle them

12A: Children under the age of 12 should not watch without an adult; this content potentially features bad language, nudity or sexual references

15: Suitable only for 15-year-olds and above

18: Exclusively for an adult audience, with potentially explicit themes of violence, nudity or sex

WHAT ARE THE RISKS?

STREAMING IS EVERYWHERE

Modern mobile devices make it very easy for children to watch streamed films without the need for a TV. The availability of inappropriate content has risen significantly on streaming platforms, almost all of which host 18-rated content. If not restricted by parental controls, this could be viewed by children who aren't quite ready for such adult themes, concepts and imagery.

FACT VS. FICTION

Many children have no trouble separating fact from fiction. However, with modern day technology making pretend violence and horror look ever more realistic, it's becoming harder for youngsters to tell the difference. For instance, consider remakes of older films, where dated special effects (making it easy to discern that something wasn't real) have been replaced by far more convincing monsters and gore.

PEER PRESSURE

Friends encouraging each other to watch the latest film featuring violence or horror can lead to children consuming content that they're not ready for. As 18+ content is available on many streaming platforms, youngsters can watch these together – potentially without their parents' or carers' knowledge.

CHILDREN SCARE DIFFERENTLY

It can be difficult to decide what content is appropriate for children. What's fine for one child could be extremely frightening for another. As many children admit to not sharing or discussing the content they watch with their parents, encouraging an open dialogue around the kind of media that young people consume can help avoid exposing them to any inappropriate content.

PSYCHOLOGICAL IMPACTS

Horror prides itself on its ability to startle or induce genuine fear in the viewer – so it's no surprise that this genre isn't usually intended for children. A natural side-effect of this is that 'jump scares' or a creepy, suspenseful atmosphere can have lasting effects on younger minds. The resulting anxiety can impact a child's sleeping patterns or eating habits.

Advice for Parents & Educators

WATCH THE FILM FIRST

If you're concerned that a film might be unsuitable for children (whether it's their first dive into the horror genre or a step up in age classification), then take a look for yourself. There's no better way to judge whether this content is something you'd deem appropriate for a child – and if a parent, for example, has actually seen the film (or at least a portion of it), they can construct a far more credible case if they decide it's inappropriate.

REMEMBER – IT'S NOT REAL

Emphasise to children that the content they're viewing is entirely fictional and has no chance of affecting them in real life. If a child is upset after watching a film, try to understand what exactly has unsettled them; this can help you approach the topic in a healthy and informative manner, to dispel any fears or anxieties they may have.

DISCUSS THE CONTENT OF FILMS

If a child has seen a film that you think may have exposed them to potentially uncomfortable themes and ideas, don't shy away from talking about it, and answer any questions they may have. This is especially important if they watched the film without an adult present. Ask them to summarise the story for you, as this will give you an understanding of what they've learned from watching it.

USE PARENTAL CONTROLS

Most streaming platforms have the option to put age ranges on children's accounts. This means that films and shows that are inappropriate for children won't be advertised while they're browsing and won't even appear if a child specifically searches for them. This can be changed any time at parents' discretion, but it's wise to protect these settings with a password, so a child can't alter anything on their own.

Meet Our Expert

John Inley is an assistant principal at a secondary school. He has been involved with e-safety in schools for over 10 years, writing policies and supporting various schools in developing their e-safety provision. John has introduced a range of strategies at multiple schools aimed at helping parents to better support their child in the ever-changing digital world.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/horror-films-and-age-ratings>

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f /www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 18.10.2024



Talking About Transition

at The Appleton School

Expert trainers from **Talk The Talk** came into school on **Friday 4th October** to work with **Year 7** students. Talk The Talk's mission is to develop students' **oracy skills** and **communication confidence** to support positive interaction in all life situations and improved social outcomes.

Talk The Talk has trained over 115,000 students to be confident communicators across England and Wales since they began in 2013.

Talk About Transition uses oracy-based activities and strategies to help students develop greater self-confidence and resilience. Delivered as a half day workshop and packed full of engaging activities to promote students' confidence, self-esteem and help build relationships with their new peers, Talk About Transition supports students in a successful transition from primary to secondary school.

Transition to secondary school involves changes that can be both exciting and a cause of concern to students. Successful transition is vital to the development of students' self-confidence, self-esteem and academic competence. Moving on from the safe haven of primary school - one classroom and often one teacher - to a much larger school and the feeling of being a 'small fish in a large pond' can cause worry and anxiety. Our programme embraces this change and allows students to talk about their concerns and how to overcome them – but also the fantastic opportunities that await them – and how best to embrace these.

Talk The Talk

These **Talk About Transition** workshops are part funded by the Jack Petchey Foundation.

We really hope that our selected Year 7 students enjoyed participating in the workshop, and can't wait to see how they use their improved communication skills and confidence to help them in other aspects of school life! Well done Year 7.

Talk The Talk
CONFIDENT COMMUNICATION FOR LIFE



**THE APPLETON
SCHOOL**

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01268 794215

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Quick Links

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Autumn Term Dates

Friday 20th September **Non-pupil day**

Monday 28th October – Friday 1st November **Half term**

Friday 20th December **Last day of term**

Spring Term Dates

Friday 3rd January **Non-pupil day**

Monday 6th January **Students return**

Monday 17th February- Friday 21st February **Half term**

Friday 7th March **Non-pupil day**

Friday 4th April **Last day of term**

Summer Term Dates

Monday 21st April **Bank Holiday**

Tuesday 22nd April **Students return**

Monday 5th May **Bank Holiday**

Monday 26th May – Friday 30th May **Half Term**

Friday 18th July **Last day of term**

Monday 21st July **Non-pupil day**

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GCSE Revision Resources

We have provided a wide range of resources to aid your child when it comes to their revision for each of their examination subjects.

<http://www.theappletonschool.org/students/revision-resources>

A-Level Revision Resources

We have provided a wide range of resources to aid your son/daughter when it comes to their revision for each of their examination subjects.

<http://www.theappletonschool.org/sixth-form/student-life/ks5-resources>

Extra-Curricular Clubs and Activities

Please click on the following link to go direct to the site:

<https://www.theappletonschool.org/parents/clubs-and-activities>

Alternatively, you can access the time tables directly via the following links:

<https://www.theappletonschool.org/user/pages/04.parents/19.clubs-and-activities/Extra%20Curricular%20Clubs%20&%20Activities%20-%20AUTUMN%20TERM%202024.pdf>

<https://www.theappletonschool.org/user/pages/04.parents/19.clubs-and-activities/Extra-Curricular PE Autumn Timetable.pdf>