



## Useful Dates

- 8 May DofE Year 9 Girls Bronze Training Walk
- 9 May DofE Year 9 Boys Bronze Training Walk
- w/c 10 May Year 11 Grade Validation Assessments
- w/c 10 May Year 13 Grade Validation Assessments
- 14-17 May DofE Year 10 Boys Bronze Assessment
- w/c 17 May Year 11 Grade Validation Assessments
- w/c 17 May Year 13 Grade Validation Assessments
- 21-24 May DofE Year 10 Girls Bronze Assessments

Dear Parents/Carers

As we relaunched our whole range of extra-curricular activities to students in tutor time this week we are pleased to hear some encouraging data from The Office for National Statistics which has reported that only nine of 80 sampled secondary schools had confirmed one infected pupil or staff member with COVID-19 in the fortnight ending 31 March, while four reported at least two cases. The Schools Infection Survey also showed just 0.34% of all pupils tested had a positive result, compared to 1.2% in December. In addition, one in 500 teachers were infected in the latest testing round, down from 60 before Christmas. We can say even better here at KSHS with no reports of any student or staff positive cases since reopening on 8 March. We await the government's update on mask wearing in classrooms with interest.

As well as celebrating a return to extra-curricular activities this term, I am also delighted to share with you news of the appointment of the Student Senior Team for 2021-22. Beating off some fierce competition and starting their role with immediate effect are Jessica Reed - Head Girl, Molly Burrell - Deputy Head Girl, Phoebe Loach-Martin and Charlie Scott - Assistant Head Girls. Pictures left to right below. The team will represent the views of students, liaise with staff, represent the school at public events and meet visitors. I very much look forward to our fortnightly meetings. My excitement about the new team is always tempered by having to part from the outgoing

one. My gratitude goes to Mabel, Olivia, Eloise and Lucy who have worked brilliantly together in the hardest of circumstances this year. They have been superb advocates for the student body, heavily involved in key consultations on issues such as this year's GCSE and A Level grading, and have given their time freely and generously alongside their studies, to be excellent role models to students in other years. They have played an important role in the student council, chairing year group meetings and I can honestly say that they epitomise the very best of this country's future talent. Insightful, kind, smart in all senses of the word, they have demonstrated the strong moral compass of young people today and remind all staff here of what a privilege it is to work at the High School. I wish them, and all of our Year 13 and Year 11 students well, as they embark on their Grade Validation Assessments (GVAs) next week.

Mrs J Smith  
Head of School



## Library News

We are very excited to announce that we will be competing in The National Reading Champions Quiz on 18 May. Lunchtime quiz sessions have been taking place in the library to help select the final four students who will be representing our school in the regional heat. This year's event will be virtual, with eighteen schools across the East Midlands going head to head through various book-themed rounds, pitting their literary wits and knowledge against each other. The event is led by The National Literacy Trust and funded by the Author's Licensing and Collecting Society (ALCS). It celebrates keen, young readers and champions the important role of teachers and librarians in promoting reading for pleasure. It comes after National Literacy Trust research revealed that children who enjoy reading have significantly better mental wellbeing than those who don't. The grand final will take place in June, so we wish our team the best of luck in the preliminary round.



Students in Years 11 and 13 are reminded that they will need to return all borrowed textbooks and library books before the end of Term 5 - 28 May 2021. Are you having a clear out? If so, please consider donating your unwanted books to the library. Good quality fiction and nonfiction can be added to our library collection, subject to suitability. If you feel you may have a selection of books that are gathering dust, but have reading life left in them then please email [EnquiriesMonitor@kshs.uk](mailto:EnquiriesMonitor@kshs.uk) FAO Mrs C Gibson - Library.



Mrs C Gibson  
Learning Resource Centre Manager

## How to Help Your Child in Maths and Build Mathematical Resilience

The Maths department would like to share an upcoming opportunity for parents/carers in supporting their KS3 child in Maths. Craig Barton, Maths Teacher and creator of [mrbartonmaths.com](http://mrbartonmaths.com), is running a **free** webinar for parents/carers entitled: **Helping Your Child Overcome Maths Anxiety and Build Mathematical Resilience**, aimed at parents/carers of children aged 9 to 14.

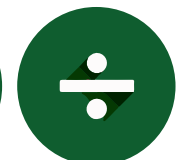
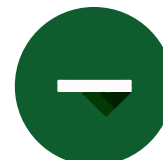
Supported by his colleague, the webinar will explain:

1. What maths anxiety is
2. How to spot the signs
3. Practical strategies to help your child cope
4. Actionable tips on helping them build mathematical resilience



The webinar takes place on **Wednesday 12 May at 8pm**. If you would like to reserve a place please click this [this link](#).

Miss K Duffy  
Subject Leader - Mathematics



# Wellbeing for All



This term in Wellbeing Wednesday we are promoting the positive effects of being active. The activities we do in form time on Wellbeing Wednesday have been promoted as 'Active April' and 'Motivation May'.

With the lockdown easing we are hoping that our students will use some of these ideas in their everyday lives to promote their wellbeing. We know that physical activity has a huge potential to enhance our wellbeing. Even a short burst of 10 minutes brisk walking increases our mental alertness, energy and positive mood. Participation in regular physical activity can increase our self-esteem and can reduce stress and anxiety. It also plays a role in preventing the development of mental health problems and in improving the quality of life of people experiencing mental health problems. This link will also take you to a 30 day challenge with lots of tips and links to physical, mental or emotional challenges that you could try with your child. This is taken from the stress management website (you may have been aware that April was stress management month).

<https://www.stress.org.uk/wp-content/uploads/2020/07/30-Day-Challenge-Hints-Links-and-Tips-Physical-Mental-Emotional-1.pdf>

Or, how about printing off the attached Happiness calendar for May? You could commit you and your family to something each day or each week. We know that spending quality time together is another beneficial way of increasing happiness and wellbeing.

## KOOTH and adult mental health



We all know that KOOTH operates discrete and confidential counselling for children and young people, but did you know that they also offer support to adults?


<https://www.koothplc.com/our-products/adults>

Mental Health is one the largest challenges for Global Public Health. 1 in 4 adults experience mental health issues, this in turn can affect the mental health of our children. Kooth believe access to immediate high quality mental health care is a right, not a privilege. Qwell.io is commissioned by NHS, Local Authorities and Charities to improve the mental health of entire populations of specific cohorts. Adults accessing Qwell can do so without the waiting lists or thresholds often associated with traditional services. Adults can join online peer support communities, access self-help materials or engage in drop-in or booked one-to-one online chat sessions with their experienced counsellors. Qwell works in partnership with traditional community health, they offer a safe and confidential space to share experiences and gain support from their community and qualified professionals. When you join, Lincolnshire may not appear on the joining page, if you join by choosing another location this should take you through to their online members hub. Once you are a member you have access to some fantastic resources like the one attached that gives some top tips on talking to your child about their feelings. The link to join Qwell can be found here: <https://www.qwell.io/>

Mrs D Collett  
Assistant Headteacher - Pastoral and Wellbeing







## How to Talk to Your Children About Their Feelings

It can be so tricky to bring up difficult topics and talking about emotions with your children can sometimes feel more than a little daunting for parents and carers. You may worry about saying the wrong thing, making your child feel uncomfortable, and even worry about making them feel worse. But the fact you want to explore emotions with your child is enough, even if sometimes it doesn't go as you planned!

### If this feels familiar for you, you are definitely not alone!

As many of us here are parents/carers ourselves, we wanted to put together some handy tips on how you could begin talking to your children about their feelings.

\*While the focus here is parents and carers, extended family members, teachers, and other professionals working with children and young people may also find this useful.

### Why you might want to talk to your children about their feelings

There can be a number of reasons why you want to talk to your children about their emotions.

These may include the following:

- You've noticed your child is acting differently, and you are concerned about them.
- Something has recently happened that might have affected your child, and you want to check in to see how they are doing.
- You want to help your child to feel more comfortable talking about their feelings in general.

### Our top tips to get you started:

We are very lucky to have some amazing parents, grandparents, carers, family members, and child and adolescent professionals on our team.

Many of them contributed to our **top tips**, which we hope you find useful.

### Number 1 - Think about whether your child feels ready to talk

Just because you want to talk doesn't mean they feel ready to. Look out for the things they say--and their body language, too--for indicators on whether they really want to talk about their feelings.

*'I know when my son isn't in the mood to talk, as his whole body is saying, 'Not now, Mum!' I always respect that, though, and never push. As a result, I think he feels more able to talk to me when it feels right.'* ~ G

### Number 2 - Think about the setting

Talking about feelings can be really sensitive, so making sure the space is private, comfortable, and feels safe for your child can be key to a positive outcome.

### Number 3 - Choose your timing wisely

Talking about feelings, or any difficult subject, can be quite sensitive. Choosing a time when you are both calm and relaxed can be more useful than choosing a time when there are any heightened emotions already at play.

*'I always find discussing something important when my child is upset or angry often doesn't end as well as I hope. Both being relaxed has much better results and helps us both reflect on and express our feelings with more consideration.'* ~ H

### Number 4 - Practice asking open questions (rather than closed ones)

Closed questions usually encourage yes or no type answers. For example, Do you like school? is a closed question, because the response is likely to be either 'yes' or 'no'. The finality and brevity of such a response doesn't allow the conversation to go much further.

Open questions, on the other hand, go a bit deeper and encourage more thinking and exploration. Instead, try saying, **Tell me** about school.

This simple difference in style might help your child consider their own thoughts and feelings a little more and encourage them to share more of their story or problem with you.

### Number 5 - Take away the intensity

It can be pretty daunting (on both sides!) to sit down to talk about something as important as feelings. But decreasing some of the intensity can sometimes reduce the pressure and make things a little less stressful.

Here are some examples:

- Have a chat while on a dog walk or stroll together. Doing something shoulder-to-shoulder might mean there's less intense eye contact, which can feel more comfortable, especially when there's big emotions at play.
- Have a chat while doing an activity together, such as playing a board game or working on a craft project. The distraction of keeping everyone busy can take the pressure away.
- Have a chat during a car journey. Not feeling the pressure for eye contact or hyperfocus on the conversation can be helpful. Just be sure that emotions are not too heightened for you to concentrate on the road and drive safely!

*'I avoid sitting them down and instead do it during an activity like washing up, cleaning the car, or cooking together, as I find they are much more likely to open up.'* ~ N

\*Please note - It might also be useful (and less intense) to start slowly with any difficult topics. So instead of going straight in with the big topics, maybe talking about something else first to break the ice.

### Number 6 - Model it

Being more open and honest about how you yourself feel (in an age appropriate way, of course) can normalise the idea of talking about emotions. Children who see that adults also have big feelings, doubts, get scared or anxious, get frustrated with others at work, etc. might feel more comfortable opening up themselves.

*'When I was a child, I can't remember my parents showing their feelings. Understandably, I had a hard time doing it myself. With my own children, I try my best to create an environment where we can all talk about how we feel, so when things are difficult, reaching out doesn't feel so tough.'* ~ S

### Number 7 - Name it

Sometimes it can be hard for children to identify their feelings. Naming what you observe can help them to do this. For example, when talking to a young child, you might say, 'You seem really angry today. I can see you are clenching your hands, and you don't have a happy face. I wonder if anything has made you angry or upset?'

*\*This advice mainly applies to younger children who are still developing their emotional vocabulary and may need assistance in identifying their feelings. However, this technique can work for older children as well; just take care that you don't come across as condescending. Something like, "You've seemed pretty quiet and withdrawn lately; can you tell me what's bothering you?" can be a good approach.*

### Number 8 - Ask them what they need

It can be tough to talk about how you feel, and when we want to talk about things as parents, children don't always want to or feel ready. Asking what a child needs from you can help them feel more in control, heard, and respected.

Children might also not know what they need, so suggesting a few options can be a good starting point. Examples include: Do you need some space right now? Do you need a hug? Would you like for us to do something together to take your mind off things?

*'Sometimes, even when I want to talk about something, my child doesn't. As hard as that is, I try to respect that. Sometimes they just want a cuddle, and I can definitely provide those!'* ~ L



## Number 9 - Listen carefully

This sounds pretty straightforward, but sometimes, when we care, we may jump into problem-solving mode a little too hastily. And while it might come from a really good place, it's not always helpful.

*'Listen, like really listen to what they're saying without jumping in with advice or guidance (as much as you want to)! When you really take the time to listen without judgement, it can show your children that you love them, what they are feeling is valid, and that sharing when they are ready is a really good thing.'* ~ P

## Number 10 - Get creative

We might feel a pressure to have all the answers and say the right things, but sometimes, we just need to think a little differently. Helping our children express their feelings through play or using art materials can be just as important and useful, especially for much younger children whose natural language is often **play**.

*'I use 'worry monsters' with the little people in my life. They are small toy figures that 'listen' to worries. They love them! When they feel worried about something, they go somewhere quiet and talk to their worry monster,*

*who, in their minds, swallow up the worries and help them get back to playing. It really helps them to express how they feel in a language they understand.'* ~ O

It's important to note that when it comes to parenting (and actually any relationship), things aren't always perfect all the time. And that's OK. There's sometimes a lot of pressure to get things right. But actually being a parent or carer who is trying their best to meet their child's needs, whatever their circumstances is good enough. Not having all the answers and getting things wrong, certainly doesn't make you a bad parent/carer. **It makes you human.**

Is there anything that works for you that we haven't covered in this article? If you'd like to share any tips of your own or perhaps something that helped you in your childhood, we'd love to hear from you in the comments below.

**If you are struggling to talk to a child in your life about their feelings, or you want to talk to the team about anything at all, you can reach out to us by messages or live chat here**

**Meaningful May 2021**

SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 Make a list of what matters most to you and why	2 Do something kind for someone you really care about	3 Focus on what you can do rather than what you can't do	4 Take a step towards an important goal, however small	5 Send your friend a photo from a time you enjoyed together	6 Look for people doing good and reasons to be cheerful	7 Let someone know how much they mean to you and why
8 Set yourself a kindness mission to help others today	9 Notice the beauty in nature, even if you're stuck indoors	10 What values are important to you? Find ways to use them today	11 Be grateful for the little things, even in difficult times	12 Listen to a favourite piece of music and remember what it means to you	13 Look around for things that bring you a sense of awe and wonder	14 Find out about the values or traditions of another culture
15 Do something to contribute to your local community	16 Look up at the sky. Remember we are all part of something bigger	17 Show your gratitude to people who are helping to make things better	18 Find a way to make what you do today meaningful	19 Send a hand-written note to someone you care about	20 Reflect on what makes you feel valued and purposeful	21 Share photos of 3 things you find meaningful or memorable
22 Find a way to help a project or charity you care about	23 Share a quote you find inspiring to give others a boost	24 Recall three things you've done that you are proud of	25 Make choices that have a positive impact for others today	26 Ask someone else what matters most to them and why	27 Remember an event in your life that was really meaningful	28 Focus on how your actions make a difference for others
29 Do something special and revisit it in your memory tonight	30 Today do something to care for the natural world	31 Find three reasons to be hopeful about the future				

**ACTION FOR HAPPINESS** **Happier · Kinder · Together**



Thanks to the increasing number of parents/carers choosing to follow us on Twitter. If you have yet to join in please follow us @KSHSSA and like and retweet our news.



**Apologies** to those parents/carers with daughters in **Year 11** who tried to fill in our parental consent form for leave during the **GVA** period. Please do **click here** to provide permission for your child to leave the site during the school day. At the time of writing fewer than **25%** of parents/carers had completed the form.



May 2021

Dear Parent/Carer

Have you ever thought about teaching as a career? Do you know someone who might be interested in training to teach?

LTSA SCITT is currently in its sixth year of training primary and secondary teachers across a large range of schools in Lincolnshire. We are pleased to announce that Wyndham Park Nursery School, Grantham, is joining the Lincolnshire Teaching School Alliance (LTSA) SCITT partnership from September 2021 as a lead school and we will therefore be offering primary and secondary training places in the Grantham and Sleaford areas.

To find out more, please come along to one of our **FREE Primary or Secondary online recruitment events** where our friendly team will be on hand to answer any questions you may have:

Primary Teaching Recruitment Events	Secondary Teaching Recruitment Events
Tuesday 11 <sup>th</sup> May, 7pm	Monday 10 <sup>th</sup> May, 6pm
	Wednesday 9 <sup>th</sup> June, 6pm

All events are online via Zoom

To register your interest, please contact [pslack@lincstsa.co.uk](mailto:pslack@lincstsa.co.uk) who will share the Zoom link with you.

LTSA SCITT offers a one year postgraduate training programme with the award of Qualified Teacher Status and a Postgraduate Certificate in Education, through the University of Lincoln.

Recruitment has begun and we are looking forward to receiving applications from prospective candidates to train within the Wyndham Park partnership of schools starting in September 2021. Primary teacher training applicants can apply to train in any of the following age ranges: 3-7 years; 5-11 years; 7-11 years.

Please contact us for further information or visit our website: [www.lincolnshiretsa.co.uk/scitt](http://www.lincolnshiretsa.co.uk/scitt)

Kind regards.

**LTSA SCITT Team**

www.lincolnshiretsa.co.uk  
Tel: 01522 889297  
scittenquiries@lincstsa.co.uk

## KSHS Clubs and Activities Timetable

### Summer Term 5 & 6 – 2021



Clubs in red will run in term 6

	Club	Location	Time	Year Group	Staff
<b>Monday</b>	Library Captain	LRC/Library	Break 2	7	Mrs Gibson
	Art Club	K15	Break 2	7	Miss Cartwright
	Book Club	M8	Break 1	7	Mrs Cowell
	Year 7 Drama club	Drama Studio	Break 2	7	Mrs Thomas
	Yr10 Wellbeing (PE)	Field	Break 1	10	Mrs Hunt
<b>After School</b>	Art Club	K20	3:45-5:00	11 (until they leave – then open to Yr10)	Mr Clifford
	Yr 11 Drama practice	Drama Studio	3:45-5:00	Yr 11	Mrs Thomas
	<b>Yr 7 Yoga</b>	<b>Dance Studio</b>	<b>3:40 – 4:30</b>	<b>7</b>	<b>Miss Willers</b>
	GCSE Practical	Sports Hall	3:40 – 4:30	10	Mrs McGann/Mrs Hunt
	Yr7&8 Multisports	Field	3:40 – 4:30	7&8	Mrs Stacey
<b>Tuesday</b>	Library Captain	Library	Break 1	10	Mrs Gibson
	Library Captain	Library	Break 2	8	Mrs Gibson
	Year 8 MFL Film Club	L1	Break 2	8	Mr Rooke
	Year 10 GCSE Drama Practice	Drama Studio	Break 1 and 2	10	Mrs Thomas
	Year 10 Girls' News Team	M11	Break 2	10	Miss Willers
	Year 9 Girls' News Team	M9	Break 2	9	Mrs McMeel
	<b>Yr7 &amp; 8 Dance</b>	<b>Dance Studio</b>	<b>Break 2</b>	<b>7&amp;8</b>	<b>Mrs McGann</b>
<b>After School</b>	Ranger guides	Dining room	4.00 - 6.00pm	10 -11	Mrs Dye
	Yr9 & 10 Rounders	Field	3:40 – 4:30	9&10	Mrs Hunt
	Yr7 & 8 Tennis	Courts	3:40 – 4:30	7&8	Miss Machin
<b>Wednesday</b>	Library Captain	Library	Break 2	9	Mrs Gibson
	Business Support	V4	Break 1	10	Mrs Moncur
	Art Club	K15	Break 2	8	Miss Cartwright
	<b>Bingo Club</b>	<b>V4</b>	<b>Break 2</b>	<b>7A/7W (Alternate weeks)</b>	<b>Mrs Moncur</b>
	Yr 9 Drama Club	Drama Studio	Break 2	9	Mrs Thomas and Miss Byrne
	Yr9 Track	Field	Break 2	9	Mrs McGann
	School Choir	Hall	Break 1	All	Mr Mitchinson/Mrs Kasperczyk
	Origami Club	C5	Break 2	7	Miss Powell
<b>After School</b>	Yr7 & 8 Rounders	Field	3:40 – 4:30	7&8	Mrs McGann
	Yr9 & 10 Tennis	Courts	3:40 – 4:30	9&10	Miss Machin
<b>Thursday</b>	Library Captain	Library	Break 1	10	Mrs Gibson
	Art Club	K15	Break 2	9	Miss Cartwright
	<b>Bingo Club</b>	<b>C2</b>	<b>Break 2</b>	<b>7L/7F (Alternate weeks)</b>	<b>Mrs Livingstone</b>
	<b>History Club</b>	<b>M6</b>	<b>Break 2</b>	<b>8</b>	<b>Miss Gray / Mrs Constantine / Mr Mapletoft</b>
	Yr8 Track	Field	Break 2	8	Mrs McGann
	School Band	Hall	Break 1	All	Mr Mitchinson
	Italian & Spanish Club	L3- 1 <sup>st</sup> 4 weeks L2- 2 <sup>nd</sup> 4 weeks	Break 2	7	Miss Beckitt/Mrs Samworth
	<b>Championnat de Pétanque (League competition)</b>	<b>Field</b>	<b>Break 2</b>	<b>8</b>	<b>Mr Shivas</b>
	Origami Club	C5	Break 2	8	Miss Powell
<b>After School</b>	Textiles Club	M4	3:45-5pm	9	Mrs Fleming
	Yr9&10 Wellbeing (PE)	Field	3:40 – 4:30	9&10	Mrs McGann
	Athletics	Field	3:40 – 4:30	All Years	Mrs McGann
	Food Club	M3	3.40 - 5pm	8	Mrs Pankhurst
	Guides	Drama Studio	4.00 - 6.00pm	7 - 9	Mys Dye
<b>Friday</b>	Library Captain	Library	Break 2	8	Mrs Gibson
	English Clinic	M10	Break 2	10	Mr Cassidy
	Yr 8 Drama Club	Drama Studio	Break 2	8	Mrs Pankhurst
	<b>Wildlife/Nature Club</b>	<b>S1</b>	<b>Break 2</b>	<b>7</b>	<b>Dr Fairhead</b>
	Yr7 Track	Field	Break 1	7	Miss Machin
<b>After School</b>					
<b>Each Day After School</b>	Homework Club	Library	Mon-Thurs 3.35 - 5pm Friday 3.35 - 4.30pm	7-13	Mrs Gibson Mrs Oswald