



# Walthamstow School for Girls

Greensheet

14 January 2022

## Headteacher's Message



Dear Parents, Carers and Students

Welcome to our first Greensheet of 2022! I trust you all had a relaxing break, though it seems like a distant memory now. I want to start by extending my best wishes to our WSFG families for a happy, healthy and successful year ahead.

We have had a very positive start to the term and I have felt very proud of our students. The girls have shown real resilience in coping with lateral flow testing and, for our year 11s, their non-core mock examinations. **Mr O'Brien, our new Deputy Headteacher, will be writing to year 11 students to explain how the mock examination results and predicted grades will be communicated to parents and students.**

### New Year, New You?

At this time of year, the media is full of expectations about making changes which can create unrealistic expectations of young people and lead to feelings of not being 'good enough'. My assembly this week has been about the importance of students developing resilience through simple daily habits which will improve their wellbeing. Students have been discussing changes in their own habits and have been asked for suggestions about how we can support each other: What else can we do to be a school which really champions mental health? I know the girls will have some fantastic ideas!

The Wellbeing Bingo card below from the Young Minds website, is a great resource to start a conversation about what your daughter has done to look after herself this week. Please try it out and visit the Young Minds website at: <https://www.youngminds.org.uk/professional/resources/a-whole-school-approach-to-wellbeing/>



### Year 9 Options:

Our year 9 students are already thinking deeply about their option choices and I hope that you have been able to discuss these with your daughter. If you have not already accessed the Options Booklet, it can be found on the website here: <https://www.wsfg.waltham.sch.uk/options> It is disappointing that

we cannot hold our traditional Options Evening because of COVID restrictions. Instead, we are making a series of informative videos, as well as holding virtual forums with heads of subject, so that you and your daughters have an opportunity to ask questions. The forums will take place during the week of the 24th January and will also be recorded.

### **COVID:**

Thank you to parents for all your support in ensuring we keep everyone in our community as safe as possible. We have repeated some of the reminders from my letter to you last week below. You will have seen in the news yesterday that **self-isolation for those with COVID-19 can end after 5 full days, following two negative LFD tests from Monday 17th January. Those who are still positive on their LFT test must stay in isolation until they have two negative test results taken on separate days.**

### **Symptoms:**

If your child is ill, please do not send her into school. The top 5 Omicron symptoms, according to the Zoe COVID Study are:

1. [runny nose](#)
2. [headache](#)
3. [fatigue \(mild or severe\)](#)
4. [sneezing](#)
5. [sore throat](#)

### **Congratulations to Anna!**

Congratulations to Anna in 8H who is now a published author. One of her short stories has been published in the 'Writing Wizardry' anthology and can be purchased on Amazon. Students from all over the world submitted entries to this competition, organised by Bournemouth University. Well done, Anna!

Finally, I want to end with the words of Desmond Tutu, an inspirational faith and political leader who died recently.





With all good wishes for a relaxing and restorative weekend.

Helen Marriott

## Parent & Carer Information



## Polite Reminder: Dropping off and collecting students

The school has received some complaints from local residents who are concerned about parents/carers parking outside of the school, frequently on double yellow lines, when dropping off and collecting your child. This is not only due to the danger of the manoeuvres cars must make on Church Hill Road, or illegal stopping, but also because of concerns about the air pollution of the area caused by cars waiting with their engines idling. We would be grateful if the parents/carers in our school community could support the school and your child by encouraging them to walk, scoot, cycle or use public transport. If you have to drop off or collect your child, we would ask that you do so away from the school, with the exception of those students who have to be dropped off/collected near to the school because of health conditions.

Thank you in advance for your support.

WSFG

## Educational Visits

With the current Covid-19 situation, we have taken the difficult decision to cancel all educational visits until the February half-term break. Of course, we value the importance and depth of experience that trips bring to our students, but in the current climate we must put the safety and health of our school community and families first.

We will review the situation near to the half term and very much hope to have trips up and running soon!

Please note that this does not include Year 11 Core PE lessons at the YMCA or school sports fixtures. These events will continue as normal.

Kind regards,

Ms M Philippou

Assistant Headteacher

## Eat or Heat Food Drive

A massive thank you to everyone who donated to our Eat or Heat Food Drive. Together our school community donated over **2000** items!

A special thank you to our Year 10 Charity Reps and volunteers for organising the donations and delivery. All of our donations were delivered to the Eat or Heat distribution centre on Wednesday, 15th December and went directly to families in need this holiday season.

We as a school community are so impressed with the generosity shown by students and staff - you've really done us proud!

If you would like more information about Eat or Heat, or would like to donate directly, please visit their website: <http://eatorheat.org/>

Ms R Schaber

Associate Assistant Headteacher



## Focus of the Fortnight



**17th – 27th January 2022**

### **No Mobile Phones**

- **New rules and sanctions on mobile phones began on 4th October 2021 (please see school website, Greensheet, posters in tutor rooms)**
- Mobile phones **MUST** be handed into the school office before the start of the school day from **8.15am**.
- Phones will be locked away in the office during the school day. Please bring your lanyard / smart card to collect your phone at the end of the school day after **3.30pm**.
- If a phone is seen or heard during the school day and has not been handed into the school office, it will be confiscated by staff.
- The phone will be kept for **48 hours** and your parents / carers will be contacted to come to the school to collect it.
- The phone will not be given back to the student and so please do not ask members of staff.

## Vaping

We would like to draw your attention to the issue of vaping amongst young people. As you will know, we wrote to you recently with details of an update to the school's behaviour policy.

We outlined that smoking will not be tolerated at WSFG, or when dressed in the uniform of the school. The definition of 'smoking' includes any tobacco-based products, e-cigarettes and vaping products. Smoking, being associated with smokers or being found in possession of smoking paraphernalia in school could lead to a fixed-term exclusion.



We have become aware that certain types of vapes are being marketed towards children due to their bright colours and flavours such as bubble gum and strawberry. E-cigarettes do contain nicotine, which is an addictive and harmful substance, and their sale to anyone under the age of 18 is illegal.

Please note that these vapes can look at first glance like highlighter pens and could go unnoticed.

Any student caught in possession of or using a vape / e-cigarette will be dealt with firmly.

As a school, our first priority is to keep our students safe.

Mr O'Brien

Deputy Headteacher

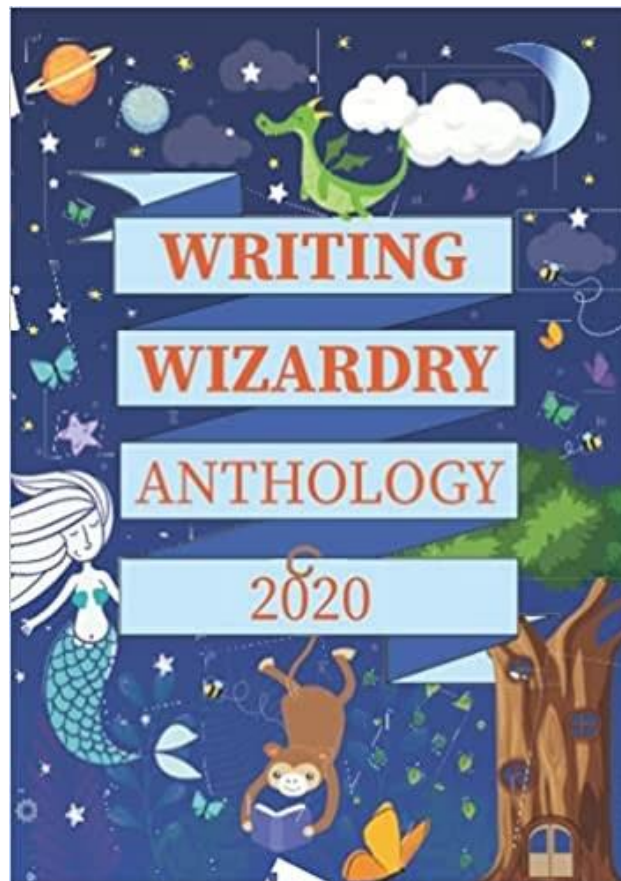




## Faculty News



## Year 8 Short Story Author



A huge congratulations to *Anna 8H* who is now a published author!!!

A short story Anna wrote last year has been printed as part of the Writing Wizardry Anthology linked below.

As a school, we are all very proud of you Anna!

Mr Betts

8H Form Tutor

[https://www.amazon.co.uk/Writing-Wizardry-Anthology-2020-Scattergood/dp/B098WDBC3R/ref=sr\\_1\\_1?crid=385LREV0V9K3V&keywords=writing+wizardry&qid=1641804791&srefix=writing+wizardry%2Caps%2C60&sr=8-1](https://www.amazon.co.uk/Writing-Wizardry-Anthology-2020-Scattergood/dp/B098WDBC3R/ref=sr_1_1?crid=385LREV0V9K3V&keywords=writing+wizardry&qid=1641804791&srefix=writing+wizardry%2Caps%2C60&sr=8-1)

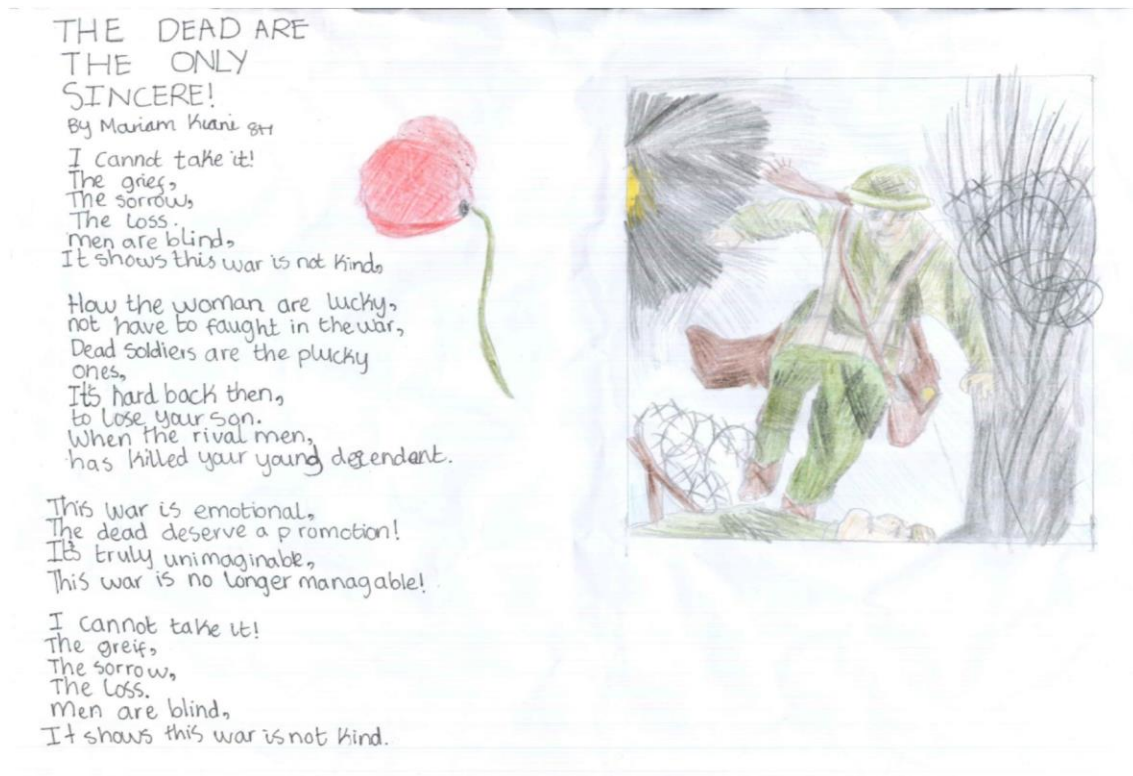
## Year 8 English

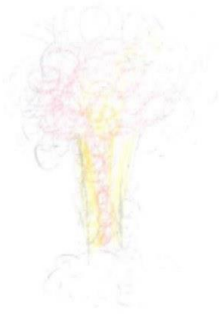
Students in Year 8 have been looking at WW1 poetry, features and authors, looking at the impact these pieces have had over the years on readers. Students have also looked at WW1 art and how this form can also relay powerful messages.

Here are some more poems from our Year 8 students.

Mrs R Jolliffe

English Faculty





## Regret

Wounded, I wearily  
carried my comrade  
on my back,  
Why didn't they tell us  
this was going to be full  
of fatigue, full of attack?  
Regret, regret shot me like  
a bullet in my throat,  
If only I could rewind time  
and send myself a note.

All I could hear  
was the bombs, the  
shots, the screams,  
All I thought about  
was the victory, the  
glory; those were the  
dreams  
Why go to war when  
you'll soon be known as a  
silhouette?  
Why go to war when  
after your heart'll be full  
of regret?

## English Community Corner



Introducing our new Community Corner feature to celebrate extraordinary people who do ordinary things.

This month, we are looking at articles by *Megs 7G* who spoke to a nurse with a wealth of experience and *Maya 9H* who interviewed a journalist and television presenter who can currently be seen on ITV.

### An Interview with Anne Kennedy, Registered Nurse, by Megs 7G, GREEN Rep



It was the end of an era on Tuesday as Anne Kennedy, 69, enjoyed her final day as a registered nurse at Bradford Royal Infirmary for 51 years. Originally from Essex, Anne's dream was to become a brass band player - a job, in her words, that was hard to come by for women in the 60s. So, with the music on hold, she had to go down a different route and decided to follow in the footsteps of her mother. I decided to pick her as my Golden topic because she put her life on the line for so many years of HER life when she could've have done something else. Anne's passion to look after ill children began at London's Great



Ormond Street Hospital in 1970. Once qualified, a move up North beckoned. She became a ward sister in the children's department at St James's Hospital in Leeds. In 1978, she moved across to Bradford working in the now redundant Children's Hospital in Manningham.

A stint as senior sister and then nurse manager happened when the services moved to St Luke's. Anne stayed in West Yorkshire but transferred over to Dewsbury in 1990 where she spent 18 years as general manager. At 55, she had had enough of management and wanted to become a registered nurse once again so has spent her last 14 years on the children's ward and as a Royal College of Nursing rep. It is this part of the job that she has enjoyed the most.

Anne said: "My passion for nursing grew and grew the minute I started. It has probably got stronger and stronger. I am proud of the profession and live it. That is why the last 14 years as a registered nurse has been the best. It is also about giving something back. "I had a strange job. I provided the nurses' response to the staff side of work. Being able to support nurses has been an honour for me. My passion has been using what I have learnt to help nurses. One of the matrons asked me to go for a coffee and then every senior nurse turned up to say goodbye, it really surprised me. That was very emotional.

Anne will now spend her time with her grandchildren and rescue dog, Staffordshire Bull Terrier Sadie, at her Cleckheaton home. "I always said I wanted a needy dog. My grandchildren didn't want an old one. "I hope she will keep me busy and fit. I absolutely adore her. "I took one on with behaviour problems. I am going to be trained up by some lovely people who are going to show me how to manage her.



## **“Achieving High, Aspiring High” with Anushka Asthana, by Maya 9H**

Anushka Asthana is a British journalist and television presenter. Since 2018, she has held multiple positions at The Guardian, including: the editor-at-large, the joint political editor as well as hosting the daily podcast; Today in Focus. Currently she holds the position of Deputy Political Editor at ITV as well as being a co-host on a political discussion series called Peston. Anushka was born in Lincolnshire, in 1980,

and grew up in a small town in Greater Manchester. Her parents, both doctors moved to England from New Delhi, India in the 1970s. I interviewed her and focused my questions around her career in journalism and how racism might've affected it.



**What got you interested in a career as a journalist?**

“Actually, it was partly your mum. I wasn’t sure what I wanted to do, and I thought TV production might be interesting. So, I did loads of TV stuff at university and I worked on a student paper. Your mum said to me ‘if you want to be in this field you need to get work experience at a local paper’. So, I started applying to lots of different local newspapers until I got into one and then I got into another scheme and another scheme. And the more I did it the more I really, really loved it. I wasn’t a particularly confident writer and I realised that you don’t need to be to get into journalism.”

**What did it feel like growing up in Manchester in the 1980s and 90s? Did you ever experience racism while you lived there?**

“I did yeah, I had people say the P-word at me and I think that being a different colour meant that you were just treated differently in all circumstances. So, I think it affected your friendships, it affected how confident you might be. I mean that said, I had really, really good friends, I had a really good school and I didn’t particularly experience racism within that. But there was definitely racism in Manchester in the 1980s and especially in the area that I lived which was called Stalybridge.”

**What was your first day like when you started your job as a journalist?**

“My first day at The Observer, (it wasn’t really my first day as a journalist, but it was my first day in a national newspaper where I was going to end up working) was just after the government decided to go to war with Iraq. And The Observer had written an editorial in support of the war. My first day was going through all the letters, angry letters, coming in from readers who were furious that the paper had supported the decision to go to war saying that they were never going to read The Observer again, so it was quite an interesting day to go through all those letters. It was quite an interesting time because

people were so upset and angry and fired up and it was a very toxic time for the government. But it was also kind of amazing to be there as well.”

**Have you ever felt in your career that career has been impacted by racial bias and that you haven’t been treated the same as your white counterparts?**

“I mean, clearly there is something wrong with how easy it is for people of colour to get up through the rungs of political journalism. You know, I know this because, the other day I had a mask on, and an old colleague didn’t recognise me because I was wearing a mask. I laughed and said how can you not recognise me I’m the only Asian woman here. That is the truth, so clearly there are big barriers of entry to people of colour in this field. I mean you can just see it everywhere you go. That being said, once you get in, as a woman of colour it’s almost not gone against me because I’m one of so few people in that position. And so often when people are looking who to employ, they want to have a bit more diversity, and I’m an obvious person to go to. But I do think like why is it that it’s so hard and so different for people of colour to get in. In every workplace I’ve ever worked in, I’ve always been part of a people of colour group and you hear similar stories. They come in and they struggle to climb up through the ranks and get to the top jobs.”



**Tell me about meeting Barack Obama.**

“That was really cool because at the time he was a senator when I was at The Washington Post. And they said would you go and interview this kind of cool, new senator who’s really up and coming. I didn’t know much about him. And even though it was two years before he became President, at that time people didn’t know that he was running. So I went but I was obviously really excited from the way I wrote, about it which was kind of this event where people were lined up around the block to try and see him. And he was really, really charismatic and interesting and inspiring, and I wrote about it afterwards. In the same trip I got to go on Air Force 1 and George W Bush was the President at the time so I’d seen him really close up. But in what I wrote about it afterwards I was much more excited to have met Barack

Obama even though I didn't realise then what he was going to be. But there is something very exciting about American Politics and when you travel on Air Force 1 it's really, really fun. When you come off the plane, they block the roads and you run into this motorcade of cars in a line and it's just another level. That position is the most powerful position in the world, and you can feel that when your reporting on it."

**If you could give your 13-year-old self, one piece of advice what would it be and why?**

"That's a good question, I think it would've probably been to relax and not worry so much about what people think of you and just be yourself and enjoy it because it's a really exiting time. And you've got the world at your feet when you're 13 and you can do anything you want and it's an exiting time. I think that I worried too much about what everyone else thought when really it's just to enjoy what you've got."

**Is there anything that in hindsight you would have done differently?**

"In hindsight, you would be done loads of things differently. I think I've had an amazing, incredibly fun, exiting career. There have been forks in the road where I've gone one way, and for many years afterwards I wondered if it was the right thing to do, like the first time I left TV and went to The Guardian but eventually these things seem to work out. Eventually I ended up presenting a podcast called Today In Focus which was one of the best things I've ever done so I think it was the right thing to do at that time. But these things sort of stew in your mind for many years afterwards and I might have been more confident when I was in America when I was in my 20s. And I might've applied for more foreign corresponding roles, but I've had a very good career and I've really enjoyed it."

**You went to an all girls school like me. Do you think this had any impact on your life and career?**

"I'm a mum of all boys, and I feel differently about all boys' schools. The one thing I think about all girls' schools is, which is quite a good thing for us, was as a woman you could do anything you want and achieve anything you want. There was no like sciences for boys and home economics for girls: not that any school would do that explicitly, but I think it can be done subtly. And in an all girls school it's not done because everyone's a woman and I think there was a real culture of achieving high, aspiring high and maintaining friendships which I've still got now. Not only with people like Edyta but also with people who I was in a classroom with when I was 4. So, I think that's all been really amazing, I mean I do think there are disadvantages to single sex schools, but I think as a girl there's a lot you can get from it."

**One last question, what advice would you give to girls of colour around the world after knowing what you know now?**

"I think the biggest thing that's most helpful is to help each other. And I think it's about being a woman and a woman of colour I think there are networks in every industry that you could work in. Networks that are trying to support each other and if you go into an industry you should find other women of



colour and you should join their networks. You should support each other, and you should talk to each other about the barriers that you face, and you should work out how to get over them together. And if there are things that make you feel uneasy, or out of place, or things that you think are unfair about the way your being treated, then you will have that network there for you, to help you and support you.

## WSfG Global Alliance (WGA)



### WGA Logo Competition

Thank you to everyone who submitted logo entries to our logo competition which WGA staff and student members had the opportunity to vote for.

I am pleased to announce that the winning logo was created by *Faye 9C*.

Congratulations *Faye* and thank you for your wonderful entry which will now be displayed on all of our WGA correspondence

Ms. Shafiq

ICT Faculty/WGA Lead

## ICT News - Year 9 Bebras Computing Challenge



All year 9 students took part in the Bebras challenge last term. The Bebras Computing Challenge introduces computational thinking to students. It is organised in over 50 countries and designed to get students all over the world excited about computing. We have had amazing results this year, with even more year 9 students achieving a distinction.

### Best in School

*Saoirse 9S*

### Distinction (gold award): Top 10% score nationally in the intermediate age group

*Saoirse 9S, Aaliyah 9W, Yvette 9H, Isma 9S*

These participants will have the opportunity to take part in the 2022 Oxford University Computing Challenge, of which students who do well in the Bebras challenge are invited. It will be completed online by qualifying students in February.

### Distinction: Top 25% in the school

9W	9S	9F	9G	9C	9H
<i>Eliza Alice Aaliyah Soha Hiba Imogen</i>	<i>Isma Sanvi Perkha Syeda Kacey Laurie Nabeeha Myla Martha Tabitha</i>	<i>Amelia Fawn Rachel Jessie Nayab Iris Lybah Renee Sarah Maisie Maria Jasmine Isobel</i>	<i>Mahreen Alice</i>	<i>Hamida Marni Syd Sofia</i>	<i>Abigail Phoenix Yvette Eva Alexia Jazba Sophia</i>

*1 - Distinction: Top 25% in the school*

### Merit (silver award): Top 50% in the school

41 participants achieved a Merit award for achieving the top 50% score in the school.

All participants will receive either a certificate for participation or a certificate for the awards listed above. Many congratulations to all those who achieved a Best in school, Top 10% Nationally, Top 25% and Top 50% score in school. The ICT faculty looks forward to supporting those students taking part in the Oxford challenge in February.

Ms Shafiq

## ICT Faculty







## Cultural Appreciation vs Cultural Appropriation - Year 11 Student Presentation



### Cultural Appreciation vs Cultural Appropriation

Last term, myself and a few other Year 11 students (*Adari, Naima, Jenosha and Maida*) took on the role of educating form classes about cultural appreciation vs appropriation. We visited them during form time and we completed almost all the form classes within a few weeks. Our presentations included a variety of information and examples of cultural appropriation, as well as appreciation. We then asked questions to stimulate discussion within the forms and ensured all the students were confident with the terms and could differentiate them by the end of our visit which was the goal of our presentations.

*Adari 11G*

### Here are some observations from Years 7, 8 and 9:

Cultural appropriation refers to the use of objects or elements of a non-dominant culture in a way that doesn't respect their original meaning or reinforces stereotypes. Cultural appreciation is the respectful borrowing of elements from another culture with an interest in sharing ideas and diversifying oneself.

*Aiza 7S*

Cultural appropriation is when someone takes something from a culture such as a hijab without talking or mentioning the culture it is from, for example Islam. As well as that, it can be when someone of a more dominant culture takes something from a less dominant culture. Another example of this is when a famous actor Zac Efron wrote on Instagram about a picture of dreadlocks that they were 'just for fun'. On one poster about this it said, "Nothing about my culture is 'just for fun'". Cultural appreciation is when somebody takes something from a culture but involves the culture it came from. For example, cultural appreciation would be if you bought some chopsticks but instead of just using them however you want, you learn the traditional way of using it and learns and respects the culture or history behind it.

*Emma 7S*

The presentation I saw about cultural appropriation and cultural appreciation explained how people use traditional garments from cultures and different countries and turn them into something used for fashion, this is called cultural appropriation.

It offends the people whose background they come from as it can feel like the people are trying to steal your cultural garments and traditions which may mean a lot to you.

The presentation also talked of about cultural appreciation which is when people respectfully learn about their own or a different culture without trying to turn it into a fashion or a trend.

The presentation taught me a lot about the differences between these two and about people who stand against cultural appropriation because it is very disrespectful.

*Albertine 7S*

8F wanted to comment on the amazing presentation on cultural appropriation and cultural appreciation.

Firstly, *Adari* and *Jenosha* were extremely confident in presenting to a class of young students, and they presented their topic very clearly and concisely. As well as this, they simplified the definition of each of the subjects, so that we could all understand what they were talking about - the whole class definitely learnt something.

Thank you again!

*8F and Ms Mithawala*

On behalf of 9W, I would like to say that we enjoyed the presentation. It really opened our eyes to how people's culture should and shouldn't be celebrated. Also, we realised that people can offend other people's culture without knowing.

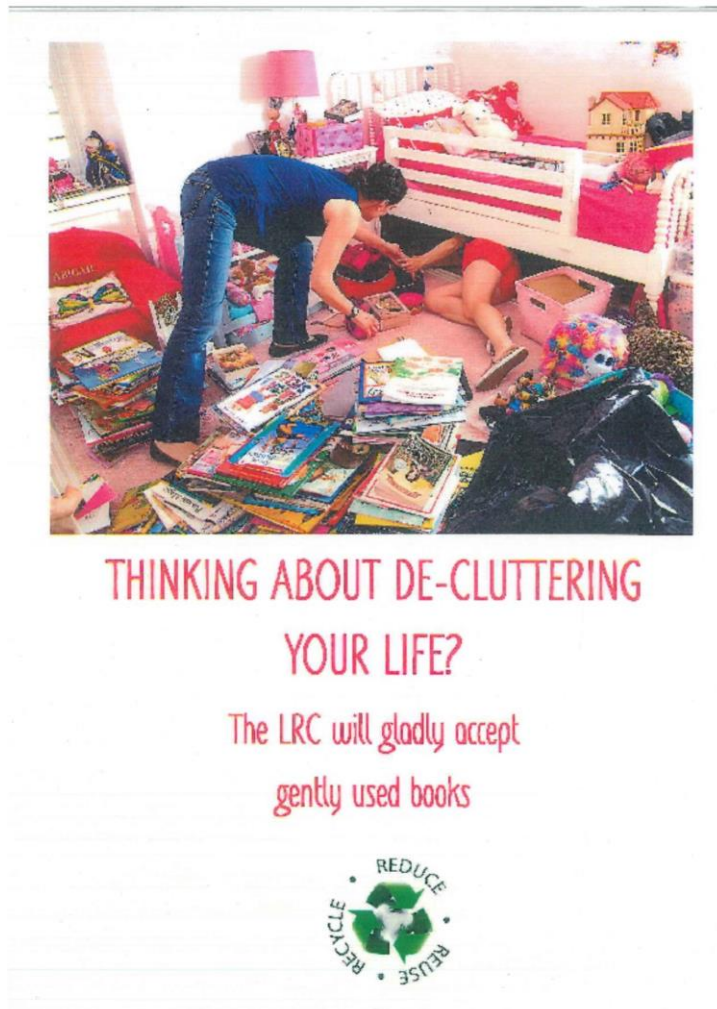
We think this is a presentation we should do annually to keep reminding ourselves of this topic.

*Hannan 9W*

When the presentation began, as a class we were asked whether we knew the difference between culture appreciation and culture appropriation. I personally felt I was uneducated on this topic and I did not speak then because I didn't understand the difference. However, after the presentation when I was told the difference I felt I needed to do something and openly speak about the topic so then I spoke out and discovered my passion for these types of topics. I was soon offered an opportunity to be part of the global alliance group that our school offers by my form tutor, which I will be joining after the Christmas break!

Zara 9H

## LRC - Recycle Books



## School History



### 1952 Iris - Mulberry Tree

Those of that distant generation who grew up with Miss Hewett and Miss Goldwin in the Old School often tell tales of the mulberry tree which was the joy of young hearts in that delectable garden. Now Miss Goldwin has given us the present of a young mulberry tree for our well-loved garden; it is reported as "swift to grow and lasting hundreds of years." A hundred years is a long way to look ahead but Coronation Year is upon us and a mulberry seems a fitting commemoration for Walthamstow High School.

Yours affectionately,

M. M. Burnett.

In 2022, Her Majesty The Queen will become the first British Monarch to celebrate a Platinum Jubilee with seventy years of service, having acceded to the throne on 6th February 1952 when Her Majesty was 25 years old.

If you would like to be involved in planning a Platinum Jubilee event please contact the Friends of Walthamstow School for Girls group: [info@wsfg.waltham.sch.uk](mailto:info@wsfg.waltham.sch.uk)





2 - Mulberry Tree *Morus Nigra*



## Friends of Walthamstow School for Girls

### Calling All Parents, Carers, Former Students and Staff

Would you like to get involved in the WSfG Friends Group to meet other parents/carers, former students and staff, support school events, activities and help raise funds for school projects? We are all very keen to begin planning future events!

We hope that parents/carers and other members of the school community (teaching and support staff, governors and school leaders, former students and staff) will get involved as our plans progress to bring projects to life for the benefit of the school and wider community.

We need people who enjoy organising events, publicity (including social media) experts, local business people with useful contacts for sponsorship, and anyone with good ideas to raise money for special school projects.

If you would like to find out more, please register your interest at the address below and put 'Friends of WSfG' in the subject heading: [info@wsfg.waltham.sch.uk](mailto:info@wsfg.waltham.sch.uk)





# Parent Guide to Instagram

## Instagram

Instagram is a social media app used to share photos, videos, and messages. With features like Stories, Feed, Live, Instagram TV, and messaging, teens use Instagram to celebrate big milestones, share everyday moments, keep in touch with friends and family, follow their favorite celebrities, and build communities of support and meet others who share their passions and interests. Content posted can be amplified through the use of hashtags meaning masses can be reached in a matter of minutes.

The minimum age requirement to use the service is 13 years old. For keen 'instagrammers' the app provides a channel to share their photography skills and daily life events.

It's important for your teen to join using their correct birth date because Instagram has special safeguards for minors. For example, Instagram won't recommend public accounts of minors to adults, and adults can't message minors who don't follow them.

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe treated adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

## What parents need to know about INSTAGRAM

Instagram is a hugely popular social networking app with over 1 billion users worldwide. The app, which is accessible on iOS and Android devices, allows users to upload images and videos to their feed, create interactive stories, exchange private messages or search, explore and follow other accounts they like. Images and videos can be transformed with an array of filters to edit the shot before sharing and anyone with an account can see others' online. However, if these accounts are private, to make posts visible to friends, users can include searchable hashtags and captions to their updates. That's why we've created this guide to help parents and carers understand exactly what Instagram is about.

**AGE RESTRICTION 13+**  
Accounts can be created by anyone aged 13 and over.

**LOCATION**  
#HASHTAG

### HOOKED ON SCROLLING

Many of us have experienced Instagram posts that have been designed to keep us engaged on them for as long as possible. Influencers and marketers often use carefully chosen photos and create feelings of inadequacy. Children may strive for more 'likes' by using artificially modified photos and filters to enhance their appearance. Children may also be exposed to cyberbullying or other harmful content. It can be difficult to stop until children find that someone else is asking for help. It's important to let them know they can get help if they feel they are being cyberbullied or if they are being asked to do something they don't want to do.

### SLIDING INTO DMs

Direct messages (or DMs) on Instagram allow users to share photos, videos, text messages and other content privately with each other. However, if a user is not following someone, they can still send them a direct message. If the person is not following you, the message will not be visible to anyone else. However, if the person is following you, the message will be visible to everyone who follows them. It's important to let children know that they should not share personal information or photos with strangers.

### INFLUENCER CULTURE

Influencers are celebrities and thousands of people who promote a product, service, app and much more on social media. When celebrities or influencers promote an app, they often use a discount code to encourage others to use it. It's important to let children know that they should not share personal information or photos with strangers.

### LIVESTREAMING TO STRANGERS

Live streaming on Instagram allows users to broadcast their video to anyone who follows them. It's important to let children know that they should not share personal information or photos with strangers.

### HIJACKED HASHTAGS

Hashtags are an integral part of how Instagram works, but they can also be used to spread misinformation. It's important to let children know that they should not share personal information or photos with strangers.

### IGTV

Instagram TV (IGTV) is a feature that allows users to upload longer videos to their profile. It's important to let children know that they should not share personal information or photos with strangers.

### IN-APP PAYMENTS

Instagram allows payments for products directly through the app. It's important to let children know that they should not share personal information or photos with strangers.

### MENTION

Instagram allows users to mention other users in their posts. It's important to let children know that they should not share personal information or photos with strangers.

## Top Tips for Parents & Carers

### RESTRICT DIRECT MESSAGES

If your child receives a message from someone they don't know, encourage them to ignore the message and block the person. This is the only way to stop them receiving more messages from that person. Children who do this will be able to report the message to Instagram as well as reporting the account itself.

### LOOK OUT FOR #ADS

In 2019, the UK's Competition and Markets Authority launched an investigation into celebrities who were posting adverts on social media and deciding that they were paid for the adverts. It's important to let children know that they should not share personal information or photos with strangers.

### MANAGE NEGATIVE INTERACTIONS

If your child is receiving unwanted or negative comments, they can block the account or report the comment. It's important to let children know that they should not share personal information or photos with strangers.

### PROTECT PERSONAL INFORMATION

Your child may unknowingly give away personal information on the app. It's important to let children know that they should not share personal information or photos with strangers.

### USE A PRIVATE ACCOUNT

Instagram allows users to switch their account to private. It's important to let children know that they should not share personal information or photos with strangers.

### REMOVE PAYMENT METHODS

Instagram allows users to add payment methods to their account. It's important to let children know that they should not share personal information or photos with strangers.

### DON'T FORGET TO BE VIGILANT & TALK TO YOUR CHILD ABOUT THEIR ONLINE ACTIVITIES!

### Meet our expert

Parent help and social media expert and digital media consultant who is passionate about improving digital literacy for parents and carers. She is the author of the book 'Digital Literacy for Parents' and is a regular speaker at conferences and events. She is also a member of the National Online Safety Advisory Board.

### \*NEW FOR 2020\* INSTAGRAM REELS

Instagram Reels is the latest update from Instagram that gives users the ability to record and share 15-second music videos with friends, family, and new creative tools. It's the app's answer to TikTok and can be accessed via the Stories feature. Reels can be shared with friends and family. However, if your child has a public account, it could be shared with anyone who searches for it or is tagged in a post.

**NOS National Online Safety**  
#WakeUpWednesday

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) Twitter: @nationalonlinesafety Facebook: /NationalOnlineSafety Instagram: @nationalonlinesafety

Users of this guide do so at their own discretion. Its liability is entered into. Current as of the date of release: 10.08.2020

## Community Events

### Donmar Pathways Work Experience Opportunity for Year 11 Students (14th - 18th February)



*Pathways participants 2018. Photo by Richard Doveport*

#### Discover the breadth of careers in theatre with our Pathways: Work Experience programme

There's not long left to apply for our [Pathways: Work Experience](#) programme. Supporting the future creators and leaders of our industry is an essential part of our work here at the Donmar. Through our [Pathways: Work Experience](#) programme, participants will have the opportunity to work closely with Donmar staff and industry professionals to learn all about the broad range of careers beyond those that we see on the stage.

Running during February half term (14-18 February), the programme will introduce young people to the different pathways into the industry and the breadth of roles available including: producing, marketing, designing and fundraising. Read on to find out how your young people can apply.

Please do share with any 16-19 year olds who may be interested in our [Pathways: Work Experience](#) programme. If you have any questions about [Pathways: Work Experience](#) or our Discover work, please email: [local@donmarwarehouse.com](mailto:local@donmarwarehouse.com)

**Application Deadline: Thursday 27 January**

#### About the week

We are looking for young people aged 16-19 from London or Greater London who have an interest in a career in the arts to join us for a week of work experience in February half term.

Successful applicants will be taken behind-the-scenes, working closely with the Donmar team and other young people in a number of sessions to gain an insight into the unique process of theatre-making beyond the rise and fall of the curtain.

They will face real life tasks and scenarios to help them gain a better understanding of what each role entails. At the end of the week, they will have their own action plan for their next steps. During the week, they will also have an opportunity to watch our production of [HENRY V](#) featuring Kit Harington.

This work experience will take place online, there may be an in person event on Thursday 17 February if it is safe to do so.

#### How to apply

Young people can apply by answering three questions either in writing or by submitting a video. They will also need to complete [this Google Form](#).

**Deadline for applications is Thursday 27 January**

Box Office  
620 3282 3808  
[boxoffice@donmarwarehouse.com](mailto:boxoffice@donmarwarehouse.com)  
Donmar Warehouse  
41 Earham Street, Seven Dials, London WC2H 9LX UK

©2021 Donmar Warehouse  
Donmar Warehouse Projects Ltd is a registered charity no. 294262.  
Limited company registration no. 01611591.  
Registered offices: 3 Dryden Street, London, WC2E 8PA



#### [Discover the breadth of careers in theatre with our Pathways: Work Experience programme](#)

There's not long left to apply for our [Pathways: Work Experience](#) programme. Supporting the future creators and leaders of our industry is an essential part of our work here at the Donmar. Through our [Pathways: Work Experience](#) programme, participants will have the opportunity to work closely with Donmar staff and industry professionals to learn all about the broad range of careers beyond those that we see on the stage.

Running during **February half term (14-18 February)**, the programme will introduce young people to the different pathways into the industry and the breadth of roles available including: producing, marketing, designing and fundraising. Read on to find out how your young people can apply.

Please do share with any 16-19 year olds who may be interested in our [Pathways: Work Experience](#) programme. If you have any questions about [Pathways: Work Experience](#) or our Discover work, please email: [local@donmarwarehouse.com](mailto:local@donmarwarehouse.com)

[Application Deadline: Thursday 27 January](#)

### About the week

We are looking for young people aged **16-19 from London or Greater London** who have an interest in a career in the arts to join us for a week of work experience in February half term.

Successful applicants will be taken behind-the-scenes, working closely with the Donmar team and other young people in a number of sessions to gain an insight into the unique process of theatre-making beyond the rise and fall of the curtain.

They will face real life tasks and scenarios to help them gain a better understanding of what each role entails. At the end of the week, they will have their own action plan for their next steps. During the week, they will also have an opportunity to watch our production of [HENRY V](#), featuring Kit Harington.

This work experience will take place online, there may be an in person event on **Thursday 17 February** if it is safe to do so.

### [How to apply](#)

Young people can apply by answering three questions either in writing or by submitting a video. They will also need to complete [this Google Form](#).

**Deadline for applications is Thursday 27 January**

Box Office

**020 3282 3808** [boxoffice@donmarwarehouse.com](mailto:boxoffice@donmarwarehouse.com)

Donmar Warehouse

41 Earlham Street, Seven Dials, London WC2H 9LX UK

©2021 Donmar Warehouse

Donmar Warehouse Projects Ltd is a registered charity no. 284262.

Limited company registration no. 01611861.

Registered offices: 3 Dryden Street, London, WC2E 9NA



**Thank you to everyone who donated hats,  
needles and wool.**

**We have 40 hats and an assortment of other  
items, to help keep the homeless warm this  
winter.**

**Mrs Kelly, LRC.**





## Contact Us



**Church Hill, Walthamstow, London, E17 9RZ**

**Telephone:** 020 8509 9446

**Email:** [info@wsfg.waltham.sch.uk](mailto:info@wsfg.waltham.sch.uk)

**Website:** [www.wsfg.waltham.sch.uk](http://www.wsfg.waltham.sch.uk)

**Student Absence Line:** 020 8509 9444





## School Calendar



### Spring Term 2022

- Thursday 6th January -Friday 21st January 2022: Year 11 Non-Core Mock Examinations
- Thursday 27th January: Year 9 Options Evening
- Thursday 10 February: Year 9 Parent and Carers' Evening
- **Half Term: Monday 14 February 2022 to Friday 18 February 2022**
- Thursday 24 February: Year 11 Parent Carers' Evening
- Thursday 17 March: Year 10 Parent Carers' Evening
- Thursday 31 March: Year 7 Parent Carers' Evening
- Spring Holiday: Monday 4 April 2022 to Monday 18 April 2022

### Summer Term 2022

- **Tuesday 19 April 2022 to Tuesday 19 July 2022**
- Thursday 28 April: Year 8 Parent Carers' Evening
- Monday 16 May– Friday 27 May: KS3 Exam Fortnight
- **Half Term: Monday 30 May 2022 to Friday 3 June 2022**
- Monday 06 June—Friday 24 June: Year 10 Exams

**PLEASE NOTE THESE DATES ARE SUBJECT TO CHANGE**