



DEAN TRUST Rose Bridge

NEWSLETTER

Headteacher Message

Happy New Year to the DTRB community and a huge thank you to everyone who has engaged and supported with the back to school Covid testing programme which has gone extremely well. The pupils have made an excellent start to the new term and have adapted seamlessly into the wearing of masks in lessons.

It was lovely to see our Year 11 pupils receive their mock examination results this week. Well done to all our Year 11 pupils who have worked extremely hard to prepare for them.

Thank you to Mrs Worswick and all the Heads of Year who delivered welcome back assemblies this week to reinforce our high standards and expectations for the Spring Term.



Mrs Cundle
Acting Head of School



James Haseldine
Executive Headteacher



Stay connected with us..

Do we have your correct details? It is very important -especially in the current situation - that the school has your correct details such as phone numbers, email addresses and postal address.

Please contact school with any updates.

01942 510712 office@deantrustrosebridge.co.uk

Employee of the week..

Miss Waring & Mr Humphreys who have both stepped up and completed Head of Department tasks this week during Covid absences. Your positive attitude and willingness to help has been greatly appreciated.



Testing Success

Massive thank you for everyone's time, patience and support with testing. School testing is now complete. Well done team DTRB!



Zoo Lab Visit



Year 9 pupils enjoyed a 'day in the Amazon' when the ZooLab Team visited Dean Trust Rose Bridge! They brought with them a number of exotic and interesting Rainforest creatures including Giant African Land Snails, Tarantulas, Giant Millipedes and a Python called Draco! Our pupils learned about their adaptations and the threats they face due to human activity in the Amazon, to complement their recent studies on the Rainforest.



Year 11 Mock Examination Results

This week our Year 11 pupils received their mock examination results from the November examinations.

This was a thoroughly enjoyable session as we were able to celebrate the successes of the pupils as a result of the hard work that they put in as they prepared for them.

Year 11 Revision - HT3

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School			History - 8.00am - 8.38am Invite only		
Form		Science English Maths	Science English	Science Maths	Science
Break			Spanish Lunch revision (open invite) MFL 2 - LB	Spanish Break Revision (Invite only)	Science Open Invite
Lunch	History revision - GCSE Pod/ Seneca MC2	Performing Arts HB/NA- PAS 3D Design Technology - RB DE3 Health and Social Care MC1- UA	English SMQ- DE2 EN4 Maths Homework Club KP 11Y3 - CS1 Spanish Lunch revision (open invite) MFL 2 - LB	Child Development- MC1- UA Health and Social Care- MC1- UA Music HB/ NA - MS1- PA Theatre	PE RS/KW - CS1 Geography GE1 CB/SHU
After school	Spanish MFL2 (invite only)	English (invite only) SMQ EN4 ST EN1 RWI EN6 DM EN3 (Open Invite) History - Hi2 Open Revision 4-5 after English JH/LW	Mathematics 11Y1 - SJ - MA1 11Y2 - JRX - MA2 11Y3 - KB - MA4 11X1 - PD- MA5 11X2 - SL - MA3 11X3 - JRX - MA2 (OPEN INVITE)	Science 11X1- SMI SC1 11X2- FG SC6 11X3- JB SC4 11Y1- JPO SC5 11Y2- CL SC3 11Y3- EGI SC2 3D Design Technology, IT, Graphics Art, Photography Hospitality and Catering (Unit 2) Music HB/ NA - MS1- PA Theatre	History MC2 - EGB Open Revision Citizenship JJ-RE1 Sports Studies- RS/KW CS1

Head of Year - Stars of the Week

Year 7:

Top 3 highest achievers in Year 7 across Term 1:

Denisa C, Beth B, Mellisa H

Massive congratulations girls, keep up the good work!

Year 8:

Katie A

For doing the right thing and joining extra curricular activities with a smile.

Year 9:

Matthew T

Great start to the half term. Very focused in lessons and earning lots of Class Chart points. Well done Matthew

Year 10:

Top 3 Highest achievers for Term 1

Claudia Kowalska
Issac Higham
Amy Rourke

Year 11:

Chelsea B, who has demonstrated amazing resilience and courage by writing a poem about her family member and is willing to present in front of other year groups. Well done Chelsea!

Whatever you decide to do, make sure it makes you happy.

Word of the Week

Embrace *verb*

1. hold (someone) closely in one's arms, especially as a sign of affection.
2. accept (a belief, theory, or change) willingly and enthusiastically.



Challenge 1: Can you think of any synonyms for the word 'embrace'?

Challenge 2: Write a sentence using the verb 'embrace'.

Literacy Challenge – Chinese New Year

Chinese New Year 2022 will fall on **Tuesday, February 1st, 2022**, starting a **year of the Tiger**.

Celebrations of [Chinese New Year](#) traditionally last for 16 days, starting from Chinese New Year's Eve to the Lantern Festival. In 2022, that is from January 31st to February 15th.

As a public holiday, Chinese people will get 7 days off from work from January 31st to February 6th in 2022.

Chinese New Year's date is determined by the [Chinese lunar calendar](#), which is always 21–51 days behind the corresponding Gregorian (international) calendar date. Chinese New Year is a new moon day, usually the second after the winter solstice.

The date of Chinese New Year changes every year, but it always falls between January 21st and February 20th.

Literacy Challenge: Create a fact file about Chinese New Year.



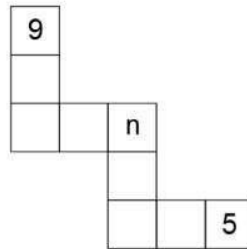
Book of the week..

This week's book is from the thriller genre, which I know many of our pupils love! It is 'The Devil and his Boy' by Anthony Horowitz. A lot of pupils in year 7 and 8 have been loving Anthony Horowitz's 'Stormbreaker' series, featuring Alex Rider. (Incidentally, these stories are currently available as a TV series, which you can download for free on All4) Anthony Horowitz is also well known for a number of other stories, of which 'The Devil and his Boy' is the most well known. London is dirty, distant and dangerous ... but that's where orphan Tom Falconer is heading. And he's got a whole assortment of vicious criminals hot on his heels. Tom is helpless and alone until he meets Moll Cutpurse, a thirteen-year-old pickpocket. Together they find themselves chased across the city by the murderous Ratsey. But it's only on the first night of a new play - *The Devil and his Boy* - that Tom realizes that the fate of the Queen and indeed the entire country rests in his hands.

NUMERACY PROBLEM OF THE WEEK

Can you solve the numeracy problem of the week? Answers should be submitted to a maths teacher by 3pm on Wednesday 12th January.

The digits 1, 2, 3, 4, 5, 6, 7, 8 and 9 are to be written in the squares so that every row and every column of three squares has a total of 13. Two numbers have already been entered. What is the value of n ?



Numeracy Extra Curricular Clubs

MATHLETES

Mathletes takes place 3pm - 4pm every Tuesday. Students work in teams to solve maths problems and a range of other logic puzzles. Mathletes is open to students from all year groups.



DARTS CLUB

Darts club takes place 3pm - 4pm every Thursday. Students practice their numeracy skills by competing to be the star of the oche. Darts club is open to students from all year groups.





Faculty of the Week: Social Sciences



The Social Sciences Faculty - Welcome Back

The Social Sciences team would like to take this opportunity to say Happy New Year and welcome back. We hope all pupils and their families had a restful break and have look forward to welcoming everyone back.

The department has some exciting things to be looking forward to this half term.

Social Science Superstars for HT2

Health & Social Care - Willow May H

Religious Education - Tyra Mc

Child Development - Molly Marie B

Citizenship - Lily D

P&HE - Skye B



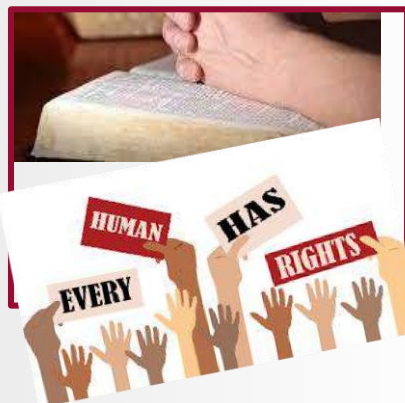
Personal Development

Next week, Mr Walsh will lead assemblies for KS3 to launch our new Pupil Parliament for 2022. Pupils will be able to apply via the Google Form in their Year Group Classroom, and if successful, will become Form Representatives and Pupil Parliament members.

Successful pupils will sit on one of our five school improvement committees: pastoral, events, learning, inclusion and environment. Here they will work with a member of the SLT to introduce positive change to DTRB. They will receive a badge and be expected to attend meetings with the SLT lead.

Key Stage 3 RE

Year 7,8 and 9 have thoroughly enjoyed studying Religious Education last half term. Our students have developed the skill of asking questions and wanting to find out more. This half term, Year 7 will be focusing on the topic of Jesus, Year 8 will be exploring Human Rights and Social Justice and Year 9 will study Life after Death.



Key Stage 3 PSHE

This half term, Key stage 3 pupils will be exploring and focusing on the topic of relationships. Students will focus on the importance of positive healthy relationships and how to identify unhealthy relationships.

The opportunity will allow students to educate themselves on any risks and the support that is in place to ensure our students have a healthy well being and are protected. We as a school believe this is an important topic to cover as pupils can learn the different ways that healthy relationships foster physical and mental health, support educational and career aspirations, and enhance quality of life.



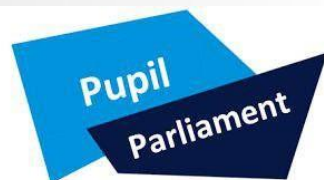
Key Stage 4 Health and Social Care

The Year 10 Cohort have begun their level 2 qualification this year and are focusing on exploring life events this term and how they impact an individual's health and wellbeing. Students will be able to identify different types of support that are available and how support helps an individual deal with hardships in life. Year 11 have been exploring Health & Social Care Services and the importance of the service they deliver. There is a key focus on the examination unit where students have begun to learn about factors that impact individuals holistically. We have had teacher lead QA sessions regarding mental health and how to look after it.



What to look forward to this half term:

LGBTQ History Month
Healthy Relationships
Pupil Parliament



Year 11 CV Writing Workshop

This week our Year 11 students had the opportunity to attend a CV writing workshop. Our students were able to explore the importance of a good CV and why they should have one. Following on from this, students had the opportunity to write their own CV. At Dean Trust Rose Bridge we are focused on raising the ambition of our students and ensuring they have the best possible destination through further education or employment once they leave Dean Trust Rose Bridge.

Workshops such as these are crucial in raising the aspiration of our students and to give them to the opportunity to show a prospective employer the best of what they have got.



Don't forget!

You have a careers corner in each of your 100% books. This provides you with some different Social Science careers that particular topic would be useful in.

If you make a fact file based on any of these Social science careers and pass them onto your teacher, **you will earn yourself an additional 50 class chart points.**



Extra Curricular Activities

Extra Curricular activities

Year 11 science revision is Thursday after school

Science Homework club is Tuesday after school in Sc3 (ks3) and sc5 (ks4)

Jigsaw club during Tuesday lunch time

Crest award Tuesday 3.00 till 3.45



Standards & Expectations

















Standards and expectations / code of conduct



DEAN TRUST Rose Bridge

Pupils are expected to follow our 3 rules at all times:

1. Be ready
2. Be respectful
3. Be safe

Key items to bring to school each day	Attendance and punctuality	Uniform	Travel	Jewellery and makeup	Mobile phones and electronic devices
<p>Essentials</p> <p>School bag </p> <p>100% book </p> <p>Planner </p> <p>Reading book </p> <p>Pencil case which includes the following:</p> <p>2 black pens </p> <p>Pencil </p> <p>Ruler </p> <p>Rubber </p> <p>Green pen </p> <p>Scientific calculator </p> <p>Highlighter pens </p> <p>A dictionary is desirable but not essential </p>	<p>Pupils should aim for attendance of at least 97%.</p> <p>Holidays taken during term time will not be authorised and may incur a Fixed Penalty Notice / Fine.</p> <p>Pupils absent from school for 10% of the time are defined as 'Persistent absentees'.</p> <p>Pupils need to be in school before 8.38am ready for Form time.</p>  <p>Pupils must be on time for all lessons.</p> <p>PE kit</p> <p>School PE kit must be worn every PE lesson.</p>	<p>Footwear should be plain black shoes, business style with leather upper, black (knee) socks or tights.</p> <p>Boots, large logos or coloured accessories are not permitted.</p> <p>Be aware that some retailers call their training shoes, shoes.</p> <p>If it looks like a trainer or pump it is, and these are not permitted.</p> <p>Pupils must be smart at all times.</p> <p>Hoodies are not permitted.</p> <p>Outdoor coats should be removed inside the building. Blazers and school ties are to be worn at all times. Only badges awarded by the school may be worn upon the lapel of the blazer. Shirts must be tucked in.</p> <p>Trousers with the school logo, must be tailored with a crease (no jeans, skinny leg, leggings or chinos etc). Pinafores & skirts with the school logo, must be knee length.</p>	<p>Pupils should travel to and from school in full school uniform and as pupils are therefore representing the school they should behave in a respectful and courteous way.</p> <p>Accessories, haircuts and facial hair</p> <p>No extreme haircuts (full head shave, tram lines etc). Only natural colours/tones are acceptable. Accessories should be small in size and in the school colours.</p>  <p>Hair longer than shoulder length must be kept tied up at all times.</p> <p>Boys must be 'clean shaven'.</p> <p>Hair should be smart in appearance—No bare blade haircuts/styles permitted.</p>	<p>For health and safety reasons pupils are not permitted to wear any jewellery other than a watch.</p> <p>NO earrings or piercings are allowed.</p> <p>Makeup, false tan, permanent or semi permanent make up, nail varnish or accessories are not allowed (false nails and false eye lashes).</p> <p>Healthy schools</p> <p>Only water can be consumed in school or in the classroom (750ml or less). Water may also be purchased at break or lunch time.</p> <p>No family size/sharing bags or sweets, chocolates or crisp etc are allowed.</p> <p>Environment</p> <p>Keep our school tidy, do not drop litter. No chewing gum.</p>	<p>NO mobile phones or electronic devices should be brought into school (this includes smart watches).</p>  <p>However, pupils who need mobile phones for their journey to and from school should hand it in to the Attendance office upon their arrival at school.</p> <p>Banned items</p> <p>Banned items are any items which may cause damage to other pupils and or the school environment e.g. aerosols, cigarettes, marker pens, chewing gum, E-cigarettes, lighters, weapons etc.</p> 

As always, we need to return in January with the high standards that allow us to abide by our school rules "**Be Respectful, Be Safe, Be Ready**". Therefore, we will be continuing with our drive on Standards & Expectations with a focus on Standards of Appearance.

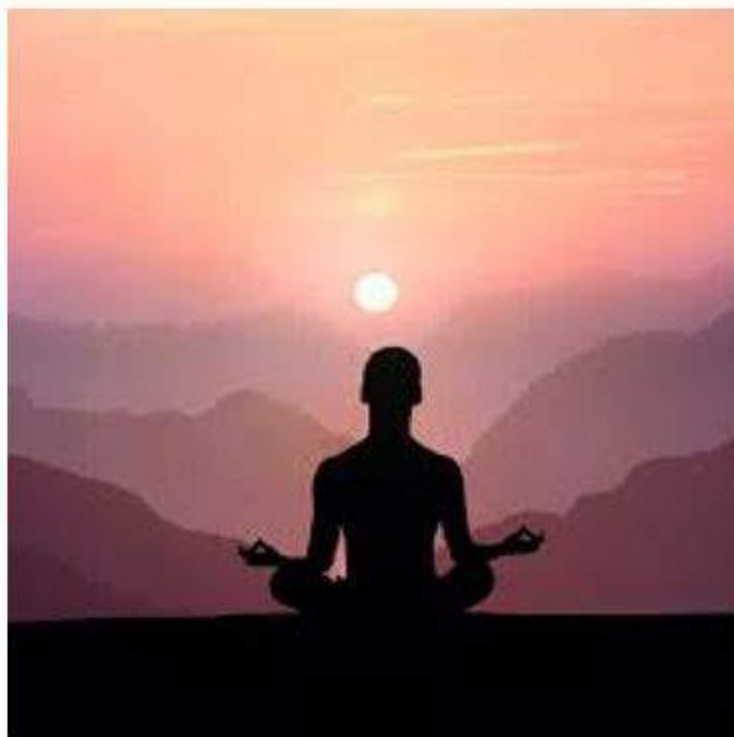
'You cannot climb the ladder of success dressed in the costume of failure'

At Dean Trust Rose Bridge, we believe that the standards of personal appearance are reflected in the attitudes of our pupils. By dressing to a high standard, it has been shown that our standards of work, and subsequent outcomes, improve over time. Please support the school by ensuring that your child adheres to the school's high standards of uniform and appearance.

Sanctions will be applied to all pupils who fail to meet the school's standards of uniform and personal appearance. Each day staff will check that pupils are dressed in accordance with the above expectations.

With your support, we will continue to improve the standards at Dean Trust Rose Bridge School. Together, we will continue to make progress, giving all our pupils the best life opportunities by developing hard-working and dedicated young adults with high standards and aspirations.

**YOGA
TUESDAY LUNCH
PERFORMING ARTS THEATRE**



**COLLECT A STICKER FROM
MRS ASHURST AT RECEPTION**

ALL WELCOME

A PARENT'S GUIDE TO:

Moving to secondary school

Online safety tips to support children



internet matters.org

Contents

What are kids doing?	2
Online activities	3
What risks do they face?	3
Screen time	4
Peer pressure	5
Sexting	6
Cyberbullying	7



What are kids doing?

- It's a time when children are beginning to **make deeper social connections** for the first time and learning how to **interact with each other online** which can be overwhelming.
- **The Smartphone becomes a status symbol** and an important tool to stay connected to their friends but it also puts them under **pressure to interact**.
- School interactions with friends **cross over into the online world** and at times it can be challenging to balance this with school work and other activities.

Online activities

- **Socialising online** on a range of social apps
- **Watching TV online** through YouTube
- **Building their digital footprint** by **sharing details about their day to day life** with friends and family or people they've met online
- **Gaming online** with friends online regularly
- **Doing homework** through video chats with friends
- **Taking part in online challenges** with friends



What risks and challenges do they face?

As they become more active online, the probability that they will face an online issue increases.

60% of children in early years of secondary school experience a range of peer-to-peer online threats from being ridiculed in a group chat to harassment on social media*.

*Source: University of Suffolk Online peer-to-peer abuse Report - June 2018

Screen time

'Everything in moderation' applies to the screen time debate when it comes to 'how much is too much screen time'.

Research tells us that children, brains, behaviour and sleep can be affected by how much time they spend on screens.



the amount of time 12 - 15 year olds spend online in a week



What can you do to help?

The challenge is helping children to be able to focus on what they are meant to be doing online.

- **Discuss how** screen-time is affecting their overall wellbeing.
- Set some **digital boundaries** and help them be in control of their tech.
- **Make them aware** that most apps, games and devices are designed to keep them watching and playing.
- **Stay engaged** in what your child is doing to help them use a wide range of media from safe sources.

Support from schools

Schools can follow a framework that guides children on issues around wellbeing, health and as part of this they give children strategies to manage screen time to avoid the negative affects.

Peer pressure

From chasing likes on social posts to taking part in risky online behaviour, at this age children are starting to learn about what is acceptable behaviour to follow to be accepted.

Peer pressure can change their behaviour in a positive or negative way depending on who is influencing them.

Also people they've only met online or YouTubers can have the same influence on them as people they know in real life.



What can you do to help?

- **Stand your ground** & apply rules to counter any negative peer pressure
- **Use a news story or something they can relate to** to discuss potential risks of peer pressure
- **Help them build the confidence** to say no if they are asked to do something that puts them or others at risk

Support from schools

Many schools promote an inclusive school culture and take the time to celebrate diversity to help form positive social norms. Through PSHE lessons young people also learn to develop emotional resilience and recognise the difference between positive and negative peer pressure.

Sexting

Exploring sexuality has always been a part of a child's development so it's important to have age appropriate discussions about healthy sex and relationships so they have the right advice.

Children take part in sexting for a range of reasons, to fit in, as a joke, to express feelings in a relationship or as a result of peer pressure.

Although children may be talking about it frequently research shows that that over time sexting has remained low ranging from 4%– 5% between 2013 and 2017.

When sexting goes wrong, it can affect a child's emotional wellbeing, reputation and can lead to blackmail or legal consequences.

*Source: Suffolk Cybersurvey 2017



What can you do to help?

- Discuss the risks of sexting and what to do to resolve the situation if it does happen
- Encourage them to be critical about people's intentions
- Make sure they can **come to you or a trusted adult** if they need support without judgement
- Create potential responses if they are asked to share a nude – Try Zipit app for support

Support from schools

PHSE and Sex and Relationship Education (SRE) lessons help children explore and discuss subjects such as relationships, respect, consent, risk taking, exchange of sexual messages and images between peers and bullying. The government has recently announced their intention to make much of this compulsory from 2020.

Sexting guidance helps schools to determine how they should deal with incidents and when external agencies should be involved. In cases where the image is shared as a joke or without intended malice then the school may deal with it themselves however, if there was intended malice and it was shared without consent then the police or social care may be involved.

16

Cyberbullying

Research shows that children experience more cyberbullying as they move through secondary school.

As they are new to the social world online, it can be tricky to see how their words and online actions can impact others. A video created by **BBC Own it** showing students reading the nicest and nastiest comments shared by others online brings to life how words can have a real impact on children's wellbeing.

Cyberbullying can affect children's mental health, learning and can lead to legal consequences in some extreme cases.

What can you do to help?

Getting to grips with 'netiquette' of what is acceptable to post and having coping strategies are essential to help children make smart choices online.

- **Discuss the difference** between banter and bullying
- Discuss the **influence of school culture** in how friends relate to each other.
- **Teach them** how to report or block people



Support from schools

All schools should have a policy that guides their response to incidents, they may have mentors who can help or carry out 'Anti-bullying programmes' to raise awareness.

Useful Contacts and Resources

Revision Skills- Revision Hacks.

<https://gmhigher.ac.uk/resources/revision-skills-revision-hacks/>

Pomodoro Technique:

<https://gmhigher.ac.uk/resources/revision-skills-pomodoro/>

Worksheet:

Traffic Light Technique:

<https://gmhigher.ac.uk/resources/revision-skills-traffic-light-technique/>

Revision Timetable:

<https://gmhigher.ac.uk/resources/revision-skills-revision-timetable-handout/>

Choices- HE What and Why?

<https://gmhigher.ac.uk/resources/choices-he-what-and-why/>

Choices- Post-16 options

<https://gmhigher.ac.uk/resources/choices-post-16-options/>

Student Life – HE options

<https://gmhigher.ac.uk/resources/student-life-he-options/>

Student Life – Support at university

<https://gmhigher.ac.uk/resources/student-life-support-at-uni/>

Worksheet:

<https://gmhigher.ac.uk/resources/choices-post-16-options-true-or-false/>

Student Life – Path Finder

<https://gmhigher.ac.uk/resources/student-life-path-finder/>

TOPIC: INTERVIEW SKILLS

Interview Skills – How to get through your interview

<https://gmhigher.ac.uk/resources/interview-skills-your-interview/>

Interview Skills – First Impressions

<https://gmhigher.ac.uk/resources/interview-skills-first-impressions/>

WORKSHEETS:

Interview Skills – Who got the job?

<https://gmhigher.ac.uk/resources/interview-skills-who-got-the-job/>

Interview Skills – What makes you stand out?

<https://gmhigher.ac.uk/resources/interview-skills-stand-out/>

TOPIC: BUDGETING SKILLS

Budgeting Skills – Prudent Student Game

<https://gmhigher.ac.uk/resources/budgeting-skills-prudent-student/>

Budgeting Skills – Mythbusting

<https://gmhigher.ac.uk/resources/budgeting-skills-mythbusting/>

Budgeting Skills – What students spend their money on

<https://gmhigher.ac.uk/resources/budgeting-skills-spending/>

WORKSHEETS:

Budgeting Skills – Budgeting activity Instagram

<https://gmhigher.ac.uk/resources/budgeting-skills-instagram/>