



**Dear Parents/Guardians**

I have been delighted by the response from our pupils, supported by their families, to uphold the 'Standards and Expectations' which are so important to us here at Hillside. A timely reminder of these 'Standards and Expectations' is included inside this week's newsletter and I would ask that everyone reads them. Just looking at the pictures of our uniform beautifully modelled by Cameron and Amy reminds me how proud I am every day of our pupils and the way they wear their uniform, ensuring they look smart, professional and ready to learn.

'Standards and Expectations' are of course about more than just how our pupils look, for example their conduct and attitude to learning are crucial. Since the start of term we have had significant focus on our lesson transitions, how pupils leave a lesson and start the next one. This is to ensure a smooth transition between lessons and to maximise the time available to learn in every lesson. Mrs Wardale has revisited this with all pupils in assembly this week and there is more information included in this week's newsletter. It would be great if you have time to ask your child about this, and hopefully they will be able to discuss it with confidence regarding this.

We are seeking to further strengthen our team and recruit an Attendance Officer, please see advert below. If you know anyone who might be interested please pass this on to them.

Have a fantastic week.

**Mrs Amanda Ryan, Principal**

**Vacancy**

**Attendance Officer**

*Salary: Grade 4 (SCP7 – 11) £17,918 - £19,394*

*To start: As soon as possible*

*Permanent*

**Full Time (37 hours per week)**

**Term Time plus 3 weeks**

We seek to appoint an enthusiastic and dynamic Attendance Officer to join our team. We pride ourselves on our high expectations, commitment to ensuring pupil progress and high-quality teaching and learning provision for all.

Hillside High School has a clear vision that our pupils should achieve their best. With an unwavering child-centred ethos, we put our pupils at the heart of every decision we make. In 2015 Hillside joined the Wade Deacon Trust.

We can offer the successful candidate an opportunity to work with highly trained and supportive staff, as well as a whole school commitment to professional development as we believe that development of staff is a key aspect in raising standards for our pupils. As a member of the Wade Deacon Trust, we can offer the successful candidate numerous exciting opportunities to further develop their career.

**Deadline for applications: Monday 24<sup>th</sup> January 2022 – 9.00am**

The application form, supplementary form and further information can be downloaded from the Recruitment page on the school website;

<https://www.wadedeacontrust.com/work-with-us/how-to-apply/>



**admin@hillsidehigh.co.uk**



**0151 525 2630**

## Standards and Expectations – School Uniform

Firstly, a huge thank you to all our parents/guardians and pupils who continue to look smart and wear our school uniform with pride every single day. We don't take this for granted and we still regularly receive compliments from the wider local community about how smart Hillside pupils look.

Please see below for some basic reminders regarding school uniform and our expectations:

- Girls should wear white socks or black tights .
- Jewellery is not permitted including any piercings. From Monday 10th January if pupils are seen wearing jewellery the teacher will confiscate this and the item will be placed in the school safe.
- Make- up should be minimal and discreet and false eye lashes, false nails and or nail varnish should not be worn. Pupils will be provided with wipes and nail varnish remover if they arrive in school wearing either.
- Blazers should be always worn on the corridors – pupils may remove blazers when working in classrooms.
- Outdoor coats or hooded jackets are not allowed to be worn in school and they should be removed as pupils enter the school building at any points during the school day e.g. after break and lunch.



*Our uniform underpins our high expectations of pupils to follow 'The Hillside Way' and pupils should look smart, professional and ready to learn- which many do every single day.*

Mrs Cross



## Hegarty Maths



Mr Pattison

### Top pupils for this week

Jessica Harrington  
HaiYing Xue  
Leighton Farrington  
Callum Johnson  
Tia Leicester  
Hannah Watson  
Daniel Wright  
Krihika Sivanathan  
Jessica Parry  
Fiona Zhen

Oluwakemi Akeredolui  
Lewis Bruce  
Heidi Newall  
Alfie Macklin  
Yexian Huang  
Rance Wasquin  
Lily Robinson  
Lana-Mai Robinson  
Victor Hugo Silva  
Queiroz  
Afia Sekyi Armah

## TT Rockstars

A massive well done to our  
TT Rockstars  
this week, they are:

Jacob Williams—7SW  
Hai Ying Xue—7SW  
Yexian Huang—7NK  
Joshua Williams -8TH  
Tilly Wallace—8TH  
Harry o'Leary—8RS

## GCSE Pods



**GCSE Pod**  
For KS4


**DIAMOND LEAGUE**

*HaiYing X, Year 7 - 128*

*Gabriela V, Year 10 - 14*

*Yexian H, Year 7 - 7*

*'Excellence in the Heart of the C PIC•COLLAGE*



**Top Podders** are the pupils who have streamed the most pods.

**Questions Answered** are the pupils who attempted the most questions.

**Diamond League** - are the pupils who have answered with the most accurate knowledge, the more correct responses, the more diamonds.

**gcsepod**  
education on demand



**GCSE Pod**  
For KS4

**QUESTIONS ANSWERED ?**

*HaiYing X, Year 7 - 64*

*Gabriela V, Year 10 - 10*

*Yexian H, Year 7 - 10*

*'Excellence in the Heart of the C PIC•COLLAGE*



**GCSE Pod**  
For KS4

**TOP PODDERS**

*HaiYing X, Year 7 - 82*

*Yexian H, Year 7 - 40*

*Vincent Z, Year 10 - 31*

*'Excellence in the Heart of the C PIC•COLLAGE*

# News

This week in assembly pupils have revisited our core focus of learning. Some data from UNESCO suggests that only 1 in 5 young people have access to education, we took a moment to reflect on how lucky we are to have the provision of education.

Mrs Wardale shared how our Hillside Core 5 principles for effective learning are intrinsically linked to our 'Hillside Way' Code of Conduct. Reminding pupils of the importance of the 'Hillside Way' expectations as these allow for a safe and positive climate for learning for us all.

We revisited routines during lesson transitions, and how important it is to have prompt start to all lessons. Within two minutes of any lesson starting pupils should be sitting down with their pencil case out and writing their date and title; ensuring no learning time is lost during lesson change over.

**Mrs Wardale**



**LEARNING**  
IS A TREASURE THAT WILL FOLLOW ITS OWNER EVERYWHERE.

Chinese Proverbs  
InspirationBoost.com

**Hillside High School**  
Wade Deacon Trust

At Hillside, my teachers help me to learn by:

- Giving effective feedback
- Using regular retrieval
- Explaining what I am learning and ensuring time to select I have already learnt
- Providing a word rich environment
- Regularly checking my understanding and giving me extra help when I need it

**EXCELLENCE**

in the Heart of the Community

# Safeguarding, Emotional Wellbeing and Mental Health

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

## What Parents & Carers Need to Know about AGE-INAPPROPRIATE CONTENT

"Inappropriate" means different things to different people. What's acceptable for one age group, for example, may be unsuitable for a slightly younger audience. Online, young people can chance upon inappropriate content in various ways – from pop-up ads to TikTok videos. The increasingly young age at which children become active in the digital world heightens the risk of them innocently running into something that they find upsetting or frightening. Trusted adults need to be able to help children be aware of what to do if they're exposed to age-inappropriate content.



**WHERE IS IT FOUND?**

### SOCIAL MEDIA

Age-inappropriate content is easily accessible through many social media platforms. TikTok, for instance, is hugely popular with young people but is arguably best known for clips featuring sexualised dancing or profanity. Some social media users also express hate speech or promote eating disorders and self-harm, which could cause lasting damage to a child's emotional and mental health.

### GAMING

Gaming is an enjoyable source of entertainment, but many popular titles can expose children to inappropriate material such as violence, horror, gambling or sexually explicit content. Playing games unsuitable for their age risks normalising to children what they are seeing. Some games also include in-game chat, where other (usually older) online players often use language that you probably wouldn't want your child to hear or repeat.

### STREAMING

The range of video streaming services available online means that users can find almost anything they want to watch on demand. Children are therefore at risk of viewing TV shows and movies which contain nudity, drug and alcohol abuse, explicit language and extreme violence. Unfortunately, these streaming platforms can't always determine that it's not an adult who's watching.

### ADVERTS

Online adverts frequently include age-inappropriate content: usually gambling and nudity or partial nudity, although adverts for alcohol or e-cigarettes are also common. Some search engines also feature adverts that are responsive to your search history: so if you've recently looked up a new horror movie, shopped for lingerie or ordered alcohol online, then the ads appearing on screen could reflect this the next time your child borrows your device.

## Advice for Parents & Carers

### TALK IT THROUGH

Embarrassment or fear of getting into trouble can make it difficult for children to talk openly about age-inappropriate content they've watched. Remind your child they can always come to you if they're troubled by something they've seen online, without worrying about consequences. Before offering advice, discuss what they saw, how they felt and how they came to find the content in question.

### CONNECT, DON'T CORRECT

If your child's been particularly distressed by exposure to content that wasn't suitable for their age, it's important to offer guidance to prevent them from repeating the same mistake – but it's equally vital to help them deal with the emotions that the situation has raised. You could tell them about any similar experiences you might have had at their age, and how you dealt with it.

### BLOCK, REPORT, CONTROL

After discussing the problem, you and your child can take action together. This could include blocking any inappropriate sites and reporting any content which violates a platform's rules. To further safeguard your child online, set up parental controls on internet-enabled devices that they use. This will significantly reduce the chances of your child being exposed to age-inappropriate content in future.

### GET SPECIALIST HELP

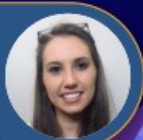
Age-inappropriate content can potentially have a negative impact on a child's mental health, which is sometimes displayed through changes in their behaviour. If the problem becomes more severe, you might consider reaching out to a mental health professional or an expert in this field who can provide you and your child with the proper support.

### STAY CALM

Even though it is obviously difficult to stay rational in a situation where your child has been put at risk, it's essential to think before you react. Your child may well have hesitated to open up to you about watching inappropriate content for fear of the consequences, so being calm and supportive will reinforce the notion that it would be easy to talk to you about similar issues in the future.

### Meet Our Expert

Cayley Jorgensen is a Registered Counsellor with The Health Professions Council of South Africa, and she runs a private practice offering counselling to children, teenagers and families. Her main focus is creating awareness and educating the community on the mental health pressures of today's world, as well as resources and techniques to understand and cope better.



Sources: <https://www.education.gov.za/documents/about/programs/bullying/prevention/inappropriate.pdf> | <https://www.wellify.gov.za/education/training-professionals/professionals/learning-programme/age-inappropriate-content-factsheet/> | <https://www.research.gov.za/ep-centre/ep-books/2021/04/children-media-lives-year-2.pdf>