

NOVEMBER 24, 2023

SENIOR VOICE

Trinity School, Teignmouth, TQ14 8LY

Headmaster's Message

BY MR ROBINSON

On Monday evening this week, I was invited to the Prep School public speaking finals in Oakley Hall. The event was organised by the Rotary Club of Teignmouth. I have to admit that my only previous engagement with Rotarians was a few sketchy innings, as a youth, playing cricket for a Rotary Club in Staffordshire. The Rotarians are a fine group of people, a charitable organisation that does good work within its community. The first female president of the Rotary Club of Teignmouth in its 98 year history, Nicky Burgess, brought her team or as she put it her "dinosaurs" up to judge the competition. We were told they are looking for new members. It has to be said that the "dinosaurs" laughed heartily and performed their judging duties excellently, presenting certificates and prizes at the conclusion of the night. Parents of the finalists were invited and witnessed some fine public speaking.

The Year Fours entertained us with talks on rock pooling, swimming, bouldering, Mary Anning and the Universe and we were surprised by facts like sea snails can lay 2000 eggs at once, eye watering and that it is possible to say the word Ichthyosaur with confidence and authority. What I was impressed with most was how even from a young age, despite suggestions in the media about children not having hobbies, Trinitonians are keen hobbyists.

This issue:

Star Chefs

Performing Arts Showcase

Ten Tors Training

Religious Artefacts

Christmas Lights

Y7 Space Assembly

Young Writers Competition



TRINITY SCHOOL, TEIGNMOUTH



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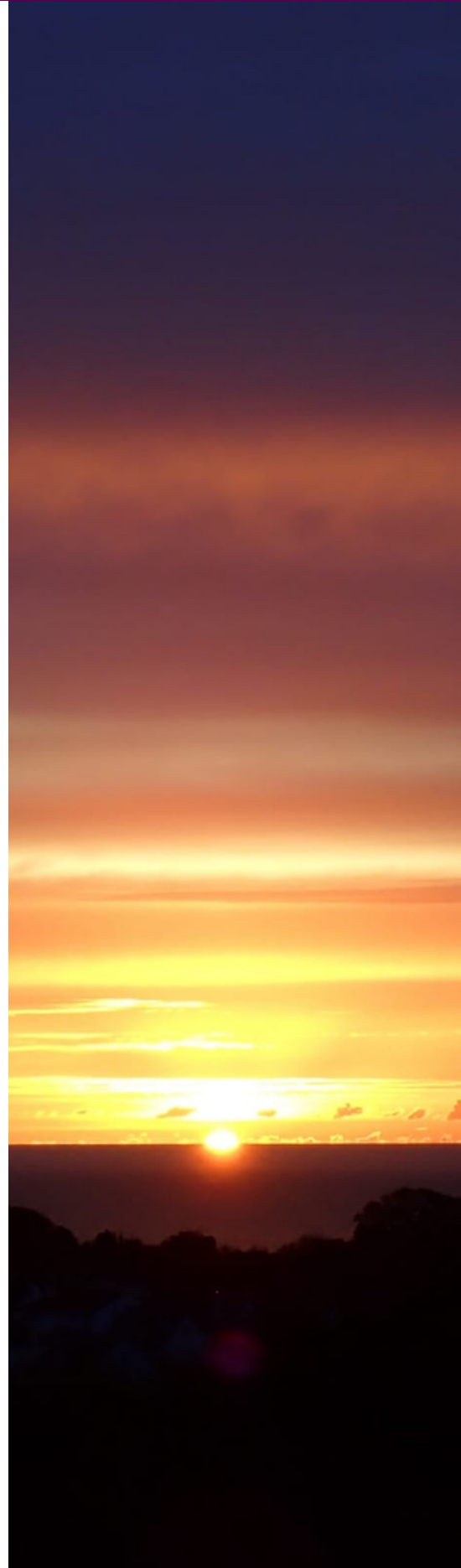
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HEADMASTER'S MESSAGE

The Year Fives carried on in similar fashion with a talk on bones, including an experiment showing the impact of vinegar removing the calcium from bones and making them soft and pliable to show what happens if you don't have a well balanced diet. Then there were presentations on the history of Apple, growing chillies, bringing up chickens and finally baking cakes. The latter competitor "bribed" the judges and his Headmaster with a lovely lemon drizzle cake he had made and it was not surprising we were all happy to indulge.

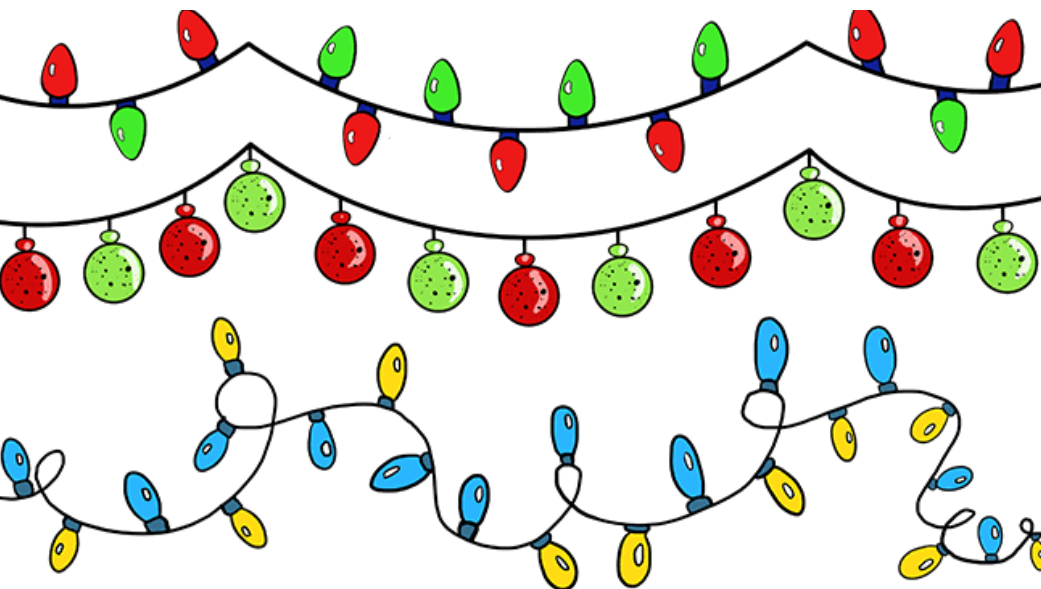
Finally the Year Sixes were asked to speak on a charity they supported, not just knew about but were actively involved with and all did so with passion and genuine advocacy.

Again, I not only learned a great deal but was inspired by how all our young Trinitonians supported each other and proposed through their talks on the RNLI, THE Alexis Brown Golf Foundation, The British Heart Foundation, Water Aid and the National Autistic Society that the world could and should be a kinder, braver and more diverse place.



CHRISTMAS LIGHTS FOR CHARITY

This year, Mrs Saich from the LS team is decorating her house with lots of Christmas lights to raise money for a wonderful charity called AIMS which exists to provide support to those families who have children with different needs. So, if you are passing 4 Fraser Drive on Sunday 3rd December, from 4pm you will be greeted by Minnie Mouse, get a go on a bouncy castle and watch the lights go on with a snow machine too. After this date, the lights will be put on at 6pm for people to enjoy. All donations will be greatly appreciated so go and take a look! A big thank you to Mrs Saich for helping support this fantastic charity.



CHRISTMAS JUMPER DAY

Tuesday 12th is our Christmas jumper day to get into the Christmas spirit and raise money for Children in Need. Students must wear dark colours on their bottom half and bring in a £2 donation.



19th- INTERNATIONAL MEN'S DAY

November 19 is traditionally dedicated to celebrating and raising awareness of the contribution men and boys make to their communities. The theme for 2023 is "Zero Male Suicide," a reminder of the disproportionately high rate of suicide among men. As suicide has been found to be the biggest killer of men under the age of 45, International Men's Day aims to create a space for men to talk about mental health. Mahatma Gandhi said, "We must become the change we seek." It is only when we all, both men and women, lead by example that we will create a fair and safe society that allows everyone the opportunity to prosper.



BE THE
change
YOU WISH
TO SEE *in the*
WORLD
-GANDHI



TEN TORS TRAINING

An enthusiastic team of 12 headed out to Dartmoor on Saturday 18 November for the first Ten Tors walk of the new academic year and successfully hiked 9 miles around Haytor. Weather was breezy but stayed dry and the team made good pace and returned earlier than expected in high spirits. Highlights were cited as Lily and Charlie entertaining the team with downhill falls and river tumbles whilst Nathen's stream sampling definitely got the thumbs down from the group. All thoroughly enjoyed the day out and are keenly planning and looking forward to their next circular hike from Hexworthy via Princetown on 2 December.

"The students
showed
fabulous
team spirit"



PERFORMING ARTS SHOWCASE

Our Performing Arts Showcase on Wednesday evening was a huge success! There was a huge variety of talents from student across the senior year groups which was wonderful to see and hear including dance, musical theatre, musicians and beatboxing!



PASSION COURAGE CONFIDENCE RESILIENCE REFLECTION
ASPIRATION VISION INTEGRITY LEADERSHIP RESPONSIBILITY

PERFORMING ARTS SHOWCASE



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Y7 SPACE ASSEMBLY

7RS delivered a fantastic assembly all about Space in this week's Key Stage 3 assembly time. They shared lots of amazing facts about our solar system and beyond; played a true or false quiz with the audience; talked about exciting space events that will happen at the end of 2023 and finished their assembly with a poem about space and a question and answer session. Well done to all those involved; you showed courage and confidence standing up in front of your peers!



"...you showed
courage and
confidence
standing up
in front of
your peers! "

MISS STOWELL



YOUNG WRITERS COMPETITION

Following great success in recent years, we are once again taking part in a national young writers competition. This year, the theme is 'glitch'. Successful students will get their stories published and we have a copy of last year's 'integer' book featuring a number of our published students available in the Red Library.

The competition is open to all year groups. Years 7 & 8 will see this on their ePraise, year 9 will complete in Mrs Bird's English lessons once a fortnight and years 10 - 13 are invited to pick up an application form from Mrs Bird. Well done to Alice Lovett for being the first to hand in her entry.

Deadline is 6th December. Good luck!

THE GLITCH

STUDENT PLANNING SHEET

STORY STARTERS

Choose one to inspire or start your mini saga:

☐ "YOU'RE EARLY," SAID DEATH. "WHAT HAPPENED...?"

☐ THE DRAWINGS PREDICTED THE FUTURE...

☐ THE SUN HADN'T RISEN FOR FIVE YEARS...

☐ IGNORING THE WARNINGS, I DOWNLOADED THE APP...

☐ WE BURIED IT, BUT IT WAS BACK...

☐ EVERY CLOCK HAD STOPPED...

☐ SUDDENLY, I WAS TRAVELLING THROUGH TIME...

☐ I DIDN'T MOVE, BUT MY REFLECTION DID...

CHARACTER

Describe your main character.

SETTING

Describe where and when your story takes place.

BEGINNING

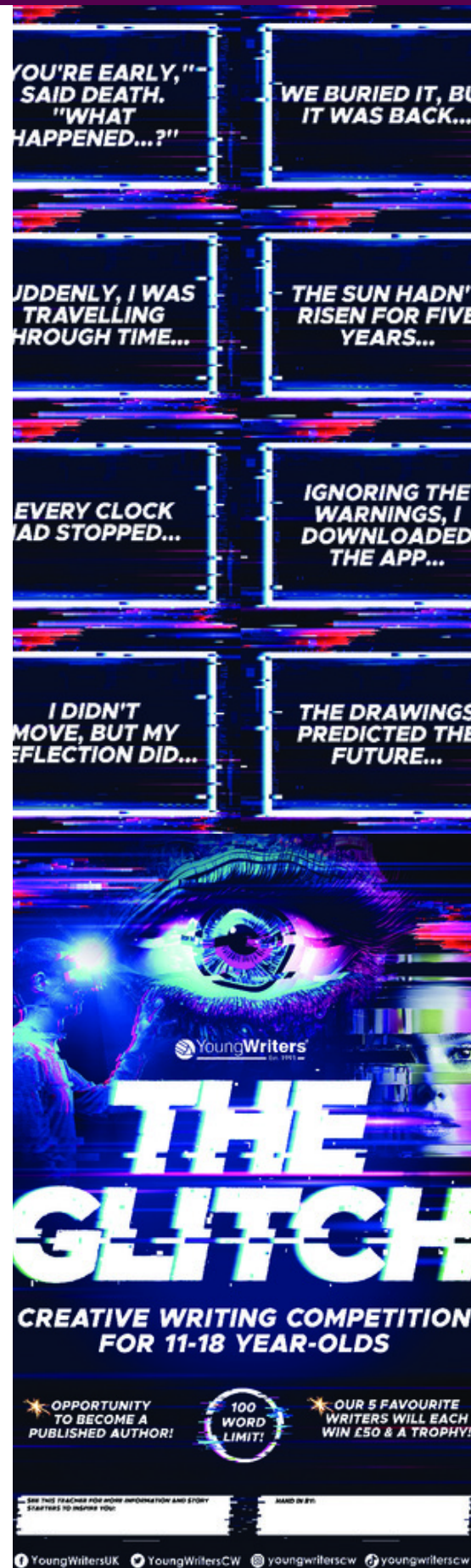
What is the glitch in your story? How does this affect your character's world?:

MIDDLE

How do they react? What happens next?

ENDING

How does your story end? Do things go back to normal or do they have to adapt to the new reality?



SIXTH FORM PSYCHOLOGISTS

The Sixth form students were involved in some active learning when they role played a famous psychological study done by Milgram. The study involves naive participants being asked to give an electric shock to a stranger. The stranger is luckily an actor and the shocks are not real, however the participants do not know that. The students were very convincing in their acting- I had to warn colleagues in the adjoining classrooms that they would hear screams from the actor pretending to be shocked, and not to come running! In addition to having tremendous fun, this style of learning really benefits some of our students.



"In addition to having tremendous fun, this style of learning really benefits some of our students."

MRS BRYANT

JESS MILLER ROWING SUCCESS

This is Jess collecting her award for Junior rowing at the River Teign Rowing Club annual prize giving last Friday. Well done Jess!



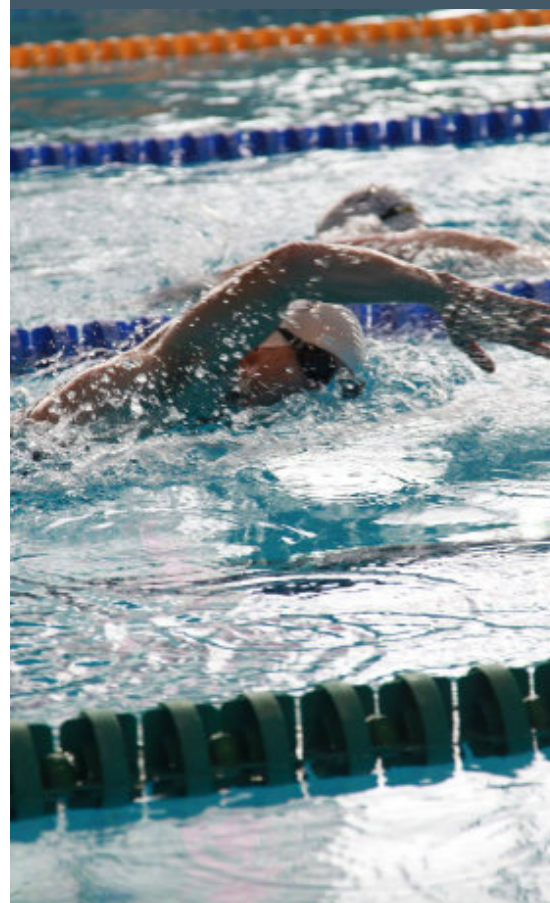
KS3 DISCO

KS3 had a wonderful time at the disco last Friday evening. Thank you to Mrs Brown and the sixth formers who helped out to make the night as fun as it was!



SWIMMING GALA

This Friday, we enjoyed hosting a swimming gala vs Kingsley and Stover. There were many outstanding performances from Trinity athletes, reflected in the final results: Trinity 1st, Kingsley 2nd and Stover 3rd. Well done Team Trinity!!



STAR CHEFS

Well done to our Star Chefs and the year 9s who did fantastic stir-up Christmas puddings this week!



Y9 DESIGN TECHNOLOGY

We are so lucky to be able to offer Design Technology here. Year 9 have been enjoying making animation pieces this week.



HISTORY CORNER

This week's photo from our archives. This was taken on the tennis court looking up towards the White House.



ON THIS DAY... 24th NOVEMBER

In 1221 Genghis Khan's Mongol army fought the last battle in the conquest of the Khwarezmian Empire...

In 1434 the river Thames froze over...

In 1642 Dutch explorer Abel Tasman is the first European to discover Diemen's Land, renamed Tasmania...

In 1715 the River Thames freezes again!...

In 1859 Charles Darwin published "On the Origin of Species"...

In 1874 Joseph Glidden patented barbed wire...

In 1933 Fred Astaire's first film "Dancing Lady" is released...

In 1966 The Beatles begin recording "Sgt Pepper's Lonely Hearts Club Band"...

In 2012 Gangnam Style becomes the most viewed YouTube video with over 808 million views...

In 2021 Sweden's first female Prime Minister resigns after only 12 hours...

In 2022 British cat Flossie crowned world's oldest cat, aged almost 27!...

VINTAGE DARWIN



THE ORIGIN OF SPECIES



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THAT FRIDAY FEELING!

There is no better way to end the week than to celebrate student's hard work and achievements. Congratulations to every student who was awarded Work of the Week or received a Commendation!



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ISA Public Speaking Competition

Topics for the speeches

KS3: Written speech. A 2–3-minute speech written by the student about the topic: *If I had a superpower, it would be...*

KS4-5: Written speech. A 4–6-minute speech written by the student about the topic: *The most significant day of my life*

The three best speeches will be recorded, in front of an audience and sent, to have a chance to participate in the finals.

**Write your speech
and send it by the
1st of December**



ISA
ARTS

Submit entries at this E-mail address:
turnerd@trinityschool.co.uk



PASSION COURAGE CONFIDENCE RESILIENCE REFLECTION ASPIRATION VISION INTEGRITY LEADERSHIP RESPONSIBILITY

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 trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



Conversation starters for parents and carers: ONLINE CONTENT



Trying to start a conversation about online safety with children can be a daunting task. There are many reasons why children may not want to talk to adults about it. One might be that they don't think you'll understand or that you won't know how to help if they came to you with an online problem. It can also be hard to start a conversation about something that you might have limited knowledge about. However, with screen time increasing during the lockdown, it's important now more than ever, to be talking to children about what they are accessing online.

1 ASK THEIR MOTIVATION

Sometimes it's easy to assume we know why children choose certain games or apps. It can seem obvious, like the child interested in football will be enthusiastic about the new FIFA game. But sometimes it can be more subtle than that. It could be that it's an outlet for their creativity or it might be that they like the look of the main character. Learning their motivation and knowing why they like it can help advising them on how to use it safely and help you discuss the pros and cons.



6 MAKE TIME TO LISTEN

When your child can't wait to tell you about their new game, always try and listen to what they say. We always have a lot on our minds, so it's easy for us to drift off onto other things which may be more important. However try to stay involved and ask them more details about aspects of the game/app. Children will appreciate your interest and the more questions you ask, the more you can find out. If you act uninterested, then they are less likely to tell you about it again in the future.



2 CULTIVATE A BLAME FREE CULTURE

Children can often blame themselves if they come across something that scares them or makes them feel uncomfortable. There will be times when your child has gone against something that you have forbidden, however, most children do not intend to put themselves at risk. Therefore, it's important that your child is able to come to you with a problem and won't be blamed for it. Try to understand what happened and why and warn them of the dangers once more. Engaging in a 'told you so' dialogue or suggesting they are in trouble for not listening may deter them from reporting any future concerns.



7 ASK THEM TO BE THE TEACHER

Showing an interest in what children are accessing online is a great opportunity for you to learn something new as well. Children on the whole love sharing their experiences so by asking them to teach you how to use an app or play a game is not only a great way to bond, but you will also feel more empowered to talk about it. It is easy to shy away from conversations when the child perhaps knows more about the subject content than you do. This can help to turn this around.



3 SHARE PERSONAL EXPERIENCE

Starting a conversation by sharing something that you've seen or that has made you feel uncomfortable can be a great opener. Talking about your own feelings can help children realise that it isn't just them - adults can be affected too. You can then go into how you coped with it therefore indirectly giving children advice on how they can also cope in uncomfortable situations. You can also explain that the reason that you've chosen to talk to them about it is because talking helps. Children will hopefully be able to see the parallels in the experiences and mimic your behaviour in future.



8 USE SCHOOL MESSAGING

It might be that your child's school has sent out a message about the CEOP number or to remind children to use the CEOP button to report content. Ask the children what they learned about these at school. When would they use the CEOP number? When would they need to use the CEOP button? What does it look like? Asking the children why the school thought that the information was so important that they sent out a message about it reinforces what they learnt whilst at school.



4 TALK ABOUT THE NEWS

Asking children what their response is to news stories around online safety can be revealing. For example, there has been a recent survey conducted by the BBFC who are currently campaigning for the application of age ratings and content warnings on video sharing platforms. What do they think about this? Can they think of a time when this would have helped themselves or someone they know? Are they against the idea? If so, why? Could they be accessing something they shouldn't be?



9 ASK ABOUT THE RISKS

Many children may know what online risks are and will happily explain the potential dangers. Listen and try not to be overly shocked if they tell you something that disturbs you. This can then lead nicely into you asking the question about what steps they are taking to look after themselves or what help they could seek if something goes wrong. Sometimes it's just nice to know that your children know the dangers and have taken steps to help reduce the risk for themselves - this is the ultimate goal.



5 ASK FOR ADVICE

It could be that you really do have a friend at work who is debating whether or not to let their child do something online, or it could be that you're bending the truth slightly, but hopefully the outcome would be the same. Don't be afraid to ask others for advice. Not only why they should let the child use it, but also what would they tell the child to be aware of. What are the risks? This will help you understand the risks yourself and what to look out for in future.



10 ASK ABOUT RESPONSIBILITIES

Try asking open ended questions about roles and responsibilities online. Who is in control of the internet? Who is looking after you whilst you are online? Who decides what is appropriate for children to see? This can reveal a lot about a child's perception about who is responsible for their online safety. If they believe that it is up to everyone else to keep them safe, then you know you need to have a conversation about how they can reduce their own risk.



11 ASK ABOUT SCHOOL ADVICE

Sometimes it's hard to know what to warn children about. If there is a new app or game that your child has come across recently, ask them what they think their teacher would say about it. What advice would school give them? What have they been told about trusting people online or about fake news? Finding this out would be a good way to hear what advice they were given at school and help you reiterate the same message. Quick reminders about what to do if something makes them feel uncomfortable or who their trusted adults are can make all the difference.



Meet our expert

Heather Cardwell is a practising Online Safety Lead and senior school leader who is passionate about safeguarding children online and educating them around online risks. She has over 10+ years as a Computing Lead and has successfully developed and implemented a whole school approach to online safety in schools, delivering online safety training to both school staff and parents and helping to roll-out a bespoke online safety policy across her local network of education settings.



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UK Health
Security
Agency

NHS

Should I keep my child off school?

Yes

Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice Threadworms	Tonsillitis
	Slapped cheek



SCAN ME

Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.