

# Sackville News

Friday 13<sup>th</sup> November 2020



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Dear Parents and Carers

First this week I would like to extend my thanks and warm appreciation to **The Arts Society of East Grinstead**, who have very generously **donated £500** to share between our **art and music** departments. This money is already earmarked to purchase a sewing machine for our textiles A level course and state-of-the-art headphones for music.



This donation will make a real difference and will continue to ensure that the arts thrive at Sackville.

Performing arts are of course still heavily restricted as 2020 draws to its difficult close, but this week's optimistic announcement about the vaccine candidate makes us all look forward to seeing our spectacular concerts and shows again next academic year.



In the meantime, our fantastic performers practise and perform where they can – some with staggering success. **Amber Titchener**, about whom I have often written, had her current single played by **Sir Elton John** on his **Rocket Hour** show. As if that were not enough, he signed off at the end comparing Amber to **Stevie Nicks** from **Fleetwood Mac**. High praise indeed. You can hear what Sir Elton says [here](#).



On Wednesday this week another of our musicians, **Wilfie Fenn-Wood**, closed our **two minutes' Remembrance silence** with an impeccable spine-tingling rendition of the **Last Post**, making the ceremony even more poignant for our students. We have a [video of Wilfie you can see here](#).



Sackville usually plays a key role in the town Armistice Day memorial ceremony. This year though senior students **Katie Cooper** and **Harvey Snashfold** were unable to lay the **Sackville wreath** in person, but they wrote a moving message on the school wreath before it was taken to Eastcourt so that the Council could safely place it at the foot of the town war memorial; another example of how 2020 has changed the way we have to do things.



Monday saw the start of the **first set of mock exams** for our year 11 students and our **year 10 Religious Studies candidates**. I have been so impressed with the way the students have approached these assessments. Our B&V teachers were overwhelmed over the last two school weeks with the numbers of **year 10 students who stayed behind for the after school revision sessions** which took place in the canteen. These students sat their first GCSE mock impeccably.

Our **year 11s too have been magnificent**, even enduring the power cut on



Tuesday to be left in the pitch dark in our windowless sports hall. This week we have given them breakfast before two of their exams; literally a taste of how things will be in the summer!

I'd like to express my thanks and appreciation to the students for their industry and attitude, to our exams team for their usual fantastic organisational skills, to our learning support assistants for the support they give and to the teachers who will spend many hours at the weekend marking the papers.



Year 11s also visited our **virtual sixth form open evening** last week and were able to attend up to eight presentations from different subject leaders. We very much look forward to accepting applications by Friday December 11<sup>th</sup>.



**Virtual** must be one of the candidates for the 'word of 2020'. The latest **virtual visit** for our **year 12 law students** was to **The UK Supreme Court**. This allowed them to find out more about the role of this relatively new court in the UK structure. The UK Supreme Court has existed for a mere 11 years and the students were keen to find out about who worked there and the types of cases they deal with. They were surprised to discover that Supreme Court justices are not currently particularly representative of the population in terms of age,



gender and ethnicity. They also were informed about difficult decisions the court needs to make to protect the rights of its citizens, including a case to do with discrimination against a disabled person by a bus company.

**Year 10 business students** meanwhile have been finding out more about the **role of the UK Parliament** and how they can have a say. Students have had a class assembly and carried out activities to increase their knowledge of Parliament and how their views can be represented, alongside creating question and answer models to share their knowledge.



I would like to congratulate **Miah Blackburn** in year 11 who together with her father (and one of our governors) Ric completed the **Virtual New York City Marathon** on Saturday 24th October. Swapping views of Central Park and Manhattan for the Forest Way, the pair had to complete the 26 mile run over a 24-hour period, and share to the organisers via the exercise app *Strava*.

Starting at 6am in the morning, they were able to finish the run in just under five hours – a highly creditable performance.

Miah has so far raised over £1000 for Teenage Cancer Trust, the MS Society, Guide Dogs for the Blind and the QVH Charity.

Just writing this newsletter brings home to me what a **special place Sackville is**, and I am delighted that this has been recognised by the national **Schools, Students and Teachers (SSAT) network**.

The school has been recognised as being **'transforming'** in our work on **professional learning** (staff training) and in having **principled curriculum design**. 'Transforming' is the **highest category the SSAT can award** and it therefore recognises that our practice is amongst the most exceptional nationally.

We went through a rigorous process involving **another school peer reviewing our work** and the **SSAT reviewing our practices** through the submission of evidence and staff interviews.

We are delighted that the hard work of staff here has been recognised in this way. The developments in these areas, led by deputy heads **Paul Street** and **Neil Feist** with senior leaders **Steve Bush** and **Dennis Hayden** have ensured that we continue to review and improve our practice so that we provide all of our students with the best education possible.

Congratulations to everyone involved!

Speaking of professional learning, two Sackville teachers have articles published in the **Times Educational Supplement** this week. **Mrs Stromfield** writes about [modelling exam answers](#), and **Mrs Fleming** writes about how she is using the [virtual visits](#) described above to ensure that students still get extra-curricular enrichment.



Speaking of awards, we are delighted to announce that **Hannah Nibloe** has been named **District Secondary Teacher of the Year** in the **Sussex Teaching Awards**. Judges commended Hannah's nurturing of students' creativity, her leadership of the school support of disadvantaged students, and her placing of mental health and wellbeing at the heart of the school.

Congratulations Hannah!

So much seems to be going on that I sometimes forget the difficult times we are living under. I remain immensely grateful for the support of the whole community as we make our way through this winter. Any communications concerning COVID in the school will come out by email – please keep an eye on your inbox!

I hope you enjoy a safe and healthy fortnight between now and the next *Sackville News*.

With best wishes.

Julian Grant  
Headteacher

If anyone is interested in **piano/keyboard lessons** with Mrs Robinson, who taught music at Sackville for a number of years, she comes in on Mondays and has a few vacant slots.

Please give her a call on 01825 733491



# A parent's guide to privacy settings

## An s-safety update from Mr Treen

The internet can be a great way for adults and children to connect with friends, family and new people. An increasing number of children and young people are using social media, gaming and live streaming apps to chat and share content with others. But connecting and sharing with people online can come with risks too.

Once shared, personal information like their name, address, photos, or bank details online, could be used by others. For example, it could lead to the child being bullied, groomed or blackmailed. It might also be used by cyber criminals.

**Privacy settings** can help you and your child to manage how much and what kind of information is shared, whilst enjoying their favourite sites, games and apps.

### **What are privacy settings?**

Privacy settings are controls available on many websites and apps to limit who can access your profile and what information visitors can see.

When online profiles are created, it's often assumed that they will be private by default. Unfortunately, this isn't always the case – many are public until the settings are changed.

### **How should I use privacy settings?**

Follow these tips to help your child explore the internet safely. If you have an older child who creates their own accounts, use this information to talk to them about how they can use privacy settings.

#### **1. Check the audience**

Before your child shares content online, check who will be able to see what they post. You'll want to make sure that personal information can only be seen by small groups of friends who they know and trust.

Most apps allow you to change who can see your posts, who can contact you and who can look you up. You can even control who can see different parts of the content you share. For example, apps like Snapchat, Instagram and Facebook allow you to share 'stories' with smaller audiences, rather than your entire friends list.

#### **2. Switch off location sharing**

It's become increasingly common for apps to allow users to share their location. Many social media and live streaming platforms make it easy for you to broadcast what you're up to and where you are.

Some apps like Facebook and Instagram allow you to tag your photos with the place they were taken. These tags can list the exact address of your location, not just the city or general area they were taken in.

Other apps track users' locations and update them automatically. For example, Snapchat's 'Snap Map' location sharing feature can update your location whenever you have the app open. Its default setting is 'Ghost Mode' which prevents friends from seeing your location. However, some young people turn it on to let their friends see their whereabouts.

Remind your child that sharing their location online is risky. It could put them at risk of unwanted contact from strangers. Find out how to turn your child's location sharing services off, or make sure that they're only sharing it with people they know and trust.

#### **3. Check the tagging settings**

It can be difficult to control information that others post about you online. Unless the content is abusive and violates community guidelines, it won't be taken down by the platform. However, privacy settings can be used to prevent private photos or information about your child from appearing on their profile.

Social media platforms like Facebook and Instagram have settings which allow you to review photos and information you're tagged in before it's posted to your profile.

#### **4. Review all privacy settings regularly**

Many websites and apps periodically make changes to the privacy and security settings that they offer. Frequently review your child's privacy settings to ensure they're unlikely to encounter the risks associated with sharing personal information widely.

Some sites or apps like Facebook allow you to view how your profile looks to the public (people you're not friends with). Use this tool to check that you and your child are happy with the information they share to people they don't know.

Adults should regularly review their privacy settings too. If you're posting pictures of your child, you may wish to think about how this could affect their online footprint for years to come.

Even when privacy settings are put in place, it is important to remember that information posted online is never completely private.

# Online Safety Guide

Children's use of the internet is becoming more mobile and interactive offering young people more opportunities to interact and meet new people, so it's never been more important to make sure you are helping your child stay safe in the digital world.

**15 hours a week**  
Children's internet use has reached record highs, 5-15 year olds spend 15 hours a week online

**2x**  
The number of children with a social media profile doubles between the age of 10 and 11, 43% of 11 year olds have a social profile

**44%**  
44% of 5-15 year olds have their own tablet and together with smartphones are the most popular for going online.

## Get in control of parental controls

- If using a smartphone, check content lock is set
- Make the games console safe and secure
- Set parental controls on your home broadband
- Use safety mode on YouTube and Google
- Control app downloads and purchases
- If using social networks, check privacy settings

Go to [internetmatters.org/controls](http://internetmatters.org/controls) for step-by-step guides

## Managing privacy settings on apps

11-15 year olds use on average 5 different websites and apps to communicate with friends at home, the most popular being Instagram (60%).



If your child is using these networking sites and respective apps, get up to speed on how they can manage their privacy settings with our "How to guides".

Go to [internetmatters.org/back-to-school](http://internetmatters.org/back-to-school) to download our "How to guides".

Helping parents keep their children safe online.

internetmatters.org

## Get familiar with regular conversations

- Start a conversation when your children will be more receptive and engaged, such as on the way to or from school
- Ask them for advice on how to do something online and use this as a conversation starter
- Make sure they know they can come to you if they're upset by something they've seen online
- Be sensitive and encourage them when they share their online experiences with you
- If your child talks about an issue with you, stay calm and listen without judging them

## Check they know the rules

- Don't share personal information like their phone number or email address online
- Only talk to real life friends or family if they are on sites with a social media element
- Explain that people they meet online might not be who they say they are
- Tell them to be a good online friend and not to say nasty things even if it's just a joke
- Use secure and legal sites to download music and games
- Make sure they check with you before downloading any programs to avoid viruses

## Key issues you may want to discuss

### Cyberbullying

Prevention is always better than the cure when it comes to this issue. Help your child understand the consequences of what they share online and encourage them to be "kind online". If they are the target of cyberbullying, be sure to keep all messages as evidence and block the bullies on social networks.

For more advice about cyberbullying visit [internetmatters.org/issues/cyberbullying](http://internetmatters.org/issues/cyberbullying)

### Sexting

There are many reasons why young people get involved in sexting, exploring sex and relationship or pressure from a partner or friends. Having an open and honest conversation about it can help them understand the implications of sending a nude image and highlight that it is illegal. If your child has sent a nude image and it has been put online; report it to CEOP and contact Childline who can help you get all known copies removed from the internet [internetmatters.org/issues/sexting](http://internetmatters.org/issues/sexting)

## Want more help?

For step by step guides and advice go to [internetmatters.org](http://internetmatters.org)

To report an issue around a sexual image of a child visit [ceop.police.uk/Coop-Report/](http://ceop.police.uk/Coop-Report/)

Statistics were sourced from: Ofcom's Children and Parents: Media Use and Attitudes report 2016, Techknowledge: for Schools: How Children use Mobile Devices at School and at Home report 2015.