

Parental Communication & Engagement



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Message from Headteacher

On Tuesday some of our DofE students undertook their first aid training in readiness for their upcoming DofE expedition! I also met with Parents' Committee on Tuesday evening where I was able to give them an update on all things Dormston which was great!

On Thursday selected Year 9 students were invited to a 90-minute workshop with one of the Birmingham REP Theatre's practitioners. Students worked on how to approach script work and had opportunities to rehearse and perform. Most helpful to the students was speaking with the practitioner about arts education and how it can help in the future. The students were enthusiastic, focused and worked hard, and we hope this has given them a better insight into drama and its benefits. Well done to everyone who took part!

Thank you to all our Year 9 parents/carers and students who attended our Options Evening on Thursday, the turnout was phenomenal! The options form and booklet has been emailed to pupils and also put on Go4Schools. The deadline for completion is by Friday 22nd March 2024.

Last Friday, 13 students from 'The Brilliant Club' graduated from the University of Manchester. Special congratulations to Tessa and Henry who delivered degree level speeches to their peers, teachers and university lecturers.

Best wishes.

Mrs Sutton
Headteacher

Key Letters/Information Sent Out Recently

The vast majority of all letters are now emailed home and we use electronic reply slips as much as possible. The criterion for 'selected student only' opportunities are based on various factors depending on the trip and its focus. Unfortunately, we are unable to allow every student the opportunity to be involved with every activity which we understand sometimes causes disappointment. If you require more details about the selection process for any opportunity please contact the event organiser.

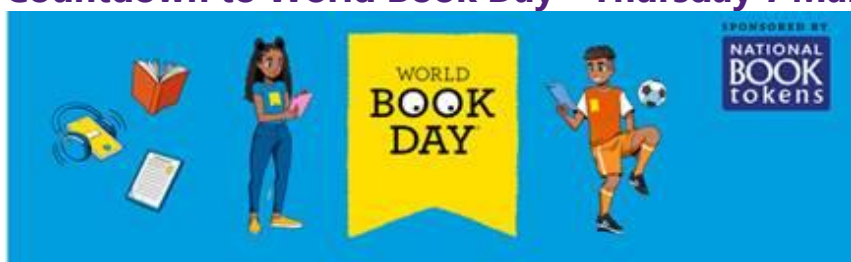
- Year 11 Hoodie Letter;
- Year 9 Parents' Consultation Evening Letter & Guide;
- Sporting Fixtures Letter - February 2024;
- Surf Residential Trip Update Letter - February 2024;
- March 2024/April 2024 Monthly Update Sheet.

Events/Reminders

- National Careers Week - WC Monday 4 March 2024;
- Summer German Trip 2024 Final Payment Due (£140) - Monday 4 March 2024;
- Year 9 National Careers' Day - Wednesday 6 March 2024;
- World Book Day - Thursday 7 March 2024;
- Midsummer's Night Dream Trip - Thursday 7 March 2024 *Selected Year 9 students
- Year 9 DTP/MEN Vaccinations - Friday 8 March 2024.
- School Choir Symphony Hall Performance - Sunday 10 March 2024.

Updates

Countdown to World Book Day - Thursday 7 March 2024



All of our students will receive a World Book Day token, which can be exchanged for one of the FREE World Book Day books from shops that are taking part. [Participating retailers - World Book Day](#)
Students can now have a look at the available books in advance by using the 'Look Insides' via the link below.
[World Book Day 2024 | Book2Look](#)

Activities for families to enjoy together

World Book Day World of Stories offers a great range of free audiobooks, plus discover more on the free Yoto App, courtesy of Word Book Day official audio partner, Yoto. [World Book Day Audiobooks](#)
Reading Recommendations pages can help students discover new books, including tips and recommendations from the £1 book authors. [Reading Recommendations \(worldbookday.com\)](#)

Please note that you are responsible for reading and checking all terms of conditions and for ensuring that books are appropriate for your child as these books recommended and suggested by World Book Day span a wide age range from very young to titles only suitable for older teens.

PE Success

Here are the teams who contributed to our 3 out of 3 WINS in the PE department this week:

- **The U14s Boys Cricket Team** won by 71 runs. Nimsara Bandarawickrama 7NDI got Player of the Match.



U13s & U14s Netball Team:

- the U13s won 7 - 3 with the player of the match going to Layla Williams 9DY;
- the U14s won 19 - 0 with the player of the match going to Bailey Fegan 9TX.



Huge shutout to the 2 Year 7s who were part of these teams. Nimsara playing 2 age groups above and Evie Darby 7CKT playing a year above! ♥

Top Tips

Please see below top tips that we have been asked to share with you.

Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

- 1. WATCH FOR BEHAVIOURAL CHANGES**
Children who are experiencing bullying may become quiet, withdrawn, or anxious. However, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or clashing to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.
- 2. THINK THINGS THROUGH**
Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.
- 3. BE OPEN AND UNDERSTANDING**
Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're 'angry', do they mean 'frustrated' or 'frustrated'? This will help them to understand how they're feeling and why.
- 4. LET THEM SPEAK FREELY**
Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.
- 5. CALL A TIME OUT**
A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.
- 6. STAY INFORMED**
Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Check teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.
- 7. PREP YOUR CHILD FOR THE RESPONSE**
Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.
- 8. SUMMARISE YOUR CHILD'S EXPERIENCE**
When you contact the school, make sure you've precisely described what your child experienced: what happened, when, where, and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.
- 9. LIAISE WITH THE SCHOOL**
Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.
- 10. CHECK IN FREQUENTLY**
Once this issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

Meet Our Expert
Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.

#WakeUpWednesday **The National College**

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Artificial Intelligence

Please see below important information concerning artificial intelligence.

AI and Assessments

A quick guide for students

What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased

How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!

How do I make sure I don't misuse AI?

- 1 **Know the rules**
 - You're **not allowed** to use AI tools when you're in an exam
 - Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
 - Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work
- 2 **Reference reference reference!**

If you're allowed to use AI tools, you must reference them clearly

 - Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got
- 3 **Declare it's all your own work**

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!

REMEMBER

Misusing AI is cheating!

Know the rules

Talk to your teachers

Reference clearly

Congratulations/Well Done

Headteacher Commendations

Congratulations go to the following students who received Headteacher Commendations this week.

Tessa Gobourn	Sophie Devey	Lily Ann Rigby	Lily-Ann Rigby
Lucas Pitt			