



Dear North Star 180 Families,

It's hard to believe we're already nearing the end of the term—what a fantastic start it's been! The energy and enthusiasm across the school have been truly uplifting, and it's been wonderful to see our community come together in so many ways.

A special thank you to the Friends of North Star (FONS), who met this week to begin planning our much-anticipated **Christmas Fayre** (12 December). The meeting was incredibly productive, filled with brilliant ideas and festive spirit. Keep an eye out for announcements—we've got some exciting things in store! We're so grateful to all the FONS parents who joined us and contributed their time and creativity. Your support makes such a difference.

A heartfelt thank you to the amazing parent who surprised us with a homemade cake this morning—it looked so stunning, we almost couldn't bear to eat it! But once we did... wow. Absolutely delicious and deeply appreciated by all!

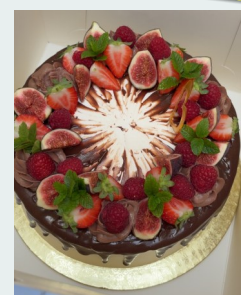
Next week, in celebration of **Libraries Week**, all our primary classes will be visiting the library. It's a wonderful opportunity to foster a love of reading and explore the magic of books together.

Finally, a gentle reminder: if you ever have any concerns or questions regarding **safeguarding**, please don't hesitate to get in touch with us. The safety and wellbeing of our students is always our top priority, and we're here to support you.

Wishing you a restful weekend and looking forward to the weeks ahead.

Thank you for your continued support. Wishing you all a healthy and restful weekend.

Serra Orumlu
Headteacher



Our Mission

We Navigate Success Together with Ambition and Relevance

WHAT HAVE WE DONE IN OUR SCHOOL THIS WEEK?

- * We have been working really hard to follow instructions in **Foxes**, especially ones with multiple parts. To put this to the test, we followed instructions to make some autumn 'bats nest' cakes. Safe to say, they did brilliantly, and all ended up with a delicious treat to celebrate!



- * This week has mostly been about teamwork in **Owls**. We kick started our week making a giant den and exploring Rainbow Woods. In pairs we have made very delicious American pancakes, performed our science experiment exploring the effect of air resistance on the surface area of different sized parachutes and as a class we created a class charter so we all know what our rights and responsibilities are.



- * In **Otters**, we had a great time at the beginning of the week collecting data of invertebrates, vertebrates and plants we could find around the school grounds. Otters diligently worked through maths assessments this week and can be very proud of how focused they were on the task. The children came up with their own narrative practising story writing in English.
- * In **Badgers** we explored our local area on Geoguesser and used key features to find where we were on the map! Then we designed our dream city, most of our cities were incredibly green and filled with parks, lakes, and nature reserves!
- * Our class, **8B**, has continued to learn about the digestive system. We have explored the stomach and peristalsis, using zip-lock bags, orange juice and coloured balloons. The whole class deserves a big shout out for learning some complicated processes and key terms: well done!

WHAT HAVE WE DONE IN OUR SCHOOL THIS WEEK?

- * This week in **Year 9** the children have all been learning about World War 1 in History which they have been very interested in. In Science they did a quiz on Microbes Photosynthesis recaps and all the children got 100%. We are so proud of them! Needless to say, it's been another great week for points too with all the children getting either 100% or, nearly 100%, only dropping a few points for uniform.
- * This week, our **Year 10** students completed a reading test during one of their English lessons. It was great to see such a positive attitude towards the task, and we're proud of how they approached it. Results will help us support their progress and identify areas for development in the coming term.
- * During tutor time this term, **Year 11** students have been taking part in group reading sessions, exploring *Stone Cold* by Robert Swindells. The book has sparked some thoughtful discussions around homelessness, trust, and survival, with students engaging well and sharing their views as the story unfolds. It's been a great opportunity to build reading confidence and encourage reflection on real-world issues through fiction. In Food Tech Home Cooking the boys made a Full English Breakfast which understandably as mostly eaten before they ended the lesson!
- * The **KS3 football team** played an entertaining game against Soundwell Academy. We lost 7v4 but the teamwork and effort was fantastic. Goals were scored by Oscar B x2, Leo H and Harvee J-T. Lilly S played superbly in defence, Harvey P worked tirelessly in mid-field and Oscar B demonstrated excellent leadership skills as captain. The team's improvement from the first game was clear to see. Well done everyone!



LET'S CELEBRATE

The top students with 100% points

- | | |
|------------|------------|
| * Dylan H | * Luke T |
| * Adrian W | * Kasey G |
| * Leo P | * Logan H |
| * Leo H | * Dylan G |
| * Ethan B | * Riley HS |
| * Jim S | * Lily S |
| * Jake T | |

The top tutor groups for points

11X—100%

8A—96.6%

11-95.7%

The student of the week

Dylan H

The most improved student of the week

Ellis N

The highest attendance for the week

Foxes-98.1%

Badgers—97.7%

Hedgehogs-95%

Well done!



SAFEGUARDING

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 of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthralls young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



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