

## Introduction from Mr R Owen, Headteacher

**After the success of our fortnightly newsletter during lockdown, we have decided to make our newsletter a regular feature each month going forward. We feel that there is always so much happening at Maplesden and we will always have something to share with you all.**

As we head towards the Easter Holidays, I would like to thank all parents and guardians for their support this term. Since March 8th, students and staff have got back into the routine of school on site. Although all the COVID-19 safety rules are still in place, at least we are able to see the students again and staff are enjoying the freedom of actually teaching their students in classrooms once more.

Thank you again to all parents and guardians for your support with the LFD testing both in school and now at home.

Thank you also for your help with keeping Leafy Lane safe. On that note, we have also had a request from the residents of Little Buckland Road, asking that parents do not drop their children off in this road as it is proving dangerous.

I do hope all students, parents and guardians have a wonderful Easter break and that you and your families remain safe and well.

### **New Start Times**

As you know, we are constantly reviewing our approach towards keeping all students safe through the pandemic. Government guidance on year group 'bubbles' has not changed and we continue to keep each year group (where 6th Form is treated as one bubble) separate to prevent mixing and potential infection increase. For this to work safely and effectively, we have to stagger the start and end times for each day. We have found more and more that we are able to get the students safely into school with less of a gap between the different year-bubble start times. By changing the start times slightly, this also means we can reintroduce Form Time for more year groups. This has been missing from many year groups up to this point. We are finding that a lack of Form Time is becoming an increasing issue as it is when students are given important messages about a range of information relevant to their year group and often around our expectations. It is also a time when we are able to talk about the students' future and the next steps in their lives.

Bearing all of this in mind, the start time for each bubble will be changing as follows, starting on April 19th. I do hope this does not cause too many difficulties for parents/carers in the mornings with regard to transport etc. Because of the tight timings, it is now even more important that students arrive in time for their bubble's start time in school:

<b>Year 7</b>	<b>8:30</b>
<b>Year 8</b>	<b>8:35</b>
<b>Year 9</b>	<b>8:40</b>
<b>Year 10</b>	<b>8:45</b>
<b>Year 11</b>	<b>8:50</b>
<b>Year 12/13</b>	<b>8:55</b>

Please be reassured, that this change is because we know we can maintain the same high safety standards whilst enhancing the quality of education for the students.

Best wishes

*Mr R Owen*  
**Headteacher**



## Navigating careers through COVID?

### Year 11

**Can you help us as we identify the ups and downs that COVID has inflicted on careers as a whole?**

We are hoping to identify success stories within our community, where the effect of COVID on businesses, employers and employees has resulted in taking a different pathway altogether which has ended in success.

We are looking for anyone in the school community to share their experiences by recording a short vlog/video recording, which can be shared within our school community. It is not always easy to learn that a straight path can turn out to be a wavy, bumpy one, but that we will still reach the same destination – sometimes a better one, or one we never thought could be possible. Navigating hurdles along the way can lead to new skills being learned and developed.

Our ability to remain confident and focused, flexible and optimistic is one that students learn throughout school, and it's important to be able to apply this when we think about careers. The journey can sometimes be derailed but it's how we pick

ourselves up, rethink, reset and restart that can make all the difference. High Performance Learning tells us to value this hard-working ethic!

If you are interested in helping us promote how resilience and perseverance can prevail in the face of adversity, please can you contact Mrs E Mills by email [careers@maplesden.kent.sch.uk](mailto:careers@maplesden.kent.sch.uk)

Can I also take this opportunity to remind you that our parent survey on careers is still open and we would very much like to hear from you! Please follow this link in order to complete the survey.

[www.forms.office.com/Pages/ResponsePage.aspx?id=RflnQI2EZkGqyPGYneTvnCOfvsYdq-hlltqhORbi75hUMVgwN1JLOFVPMjFSODZHRIUwN0VOWFU1Ni4u](http://www.forms.office.com/Pages/ResponsePage.aspx?id=RflnQI2EZkGqyPGYneTvnCOfvsYdq-hlltqhORbi75hUMVgwN1JLOFVPMjFSODZHRIUwN0VOWFU1Ni4u)

*Mrs E Mills*

**Careers Department**





## Year 10 Foundation Stones

**Year 10 have recently taken part in the Foundation Stones project for the UK Holocaust Memorial and Learning Centre in London.**

They have learned about what Holocaust is and why it is important to remember it. Each student was then given a stone to decorate in remembrance of the victims of Nazi persecution, which is significant because it is customary to leave a small stone on the headstone of a Jewish grave when visiting it.

Here you can see some of the fantastic stones the students decorated, which will then be sent to the UK Holocaust Memorial and Learning Centre to be part of the memorial when it opens.

The project has really helped the students develop a wider understanding of the bigger picture of where they fit into history and the study of religion and how they can make an active contribution to remembering the Holocaust.

They have shown fantastic imagination and creativity in decorating their stones and have been open minded and shown their curiosity and enquiring skills in our Holocaust lessons when discussing what happened and why. They all achieved Creativity VAAs for taking part in the project.





## Introducing Schools Officers - Kent Police

### What are Schools Officers?

**Dedicated policing resource designed to support students, teachers, parents and communities in the identification and disruption of criminality and exploitation. This will be through early intervention and safeguarding approaches.**

#### What they will do

- ✓ They will support Schools in delivering diversion and intervention schemes for vulnerable children
- ✓ They will act as a point of contact for teachers, parents and children in need
- ✓ They will actively safeguard children at risk of criminality or exploitation
- ✓ They will be there for our children and young people to talk to and seek advice from

#### What they will not do

- ✗ They will not replace Schools Behaviour Policy they will support existing schools practice
- ✗ The intention is not to arrest children in schools

### How will they support you and your child?

- They will advise and signpost to appropriate services and educational resources based on your needs
- They will treat each child as an individual and take their views and thoughts in to account
- They will treat all young people, parents and teachers with dignity and respect - supporting diversity and inclusion
- They will be available for you to talk to - to raise concerns, seek guidance and feed your thoughts in to
- Be an active, positive presence within educational environments

### How will Schools Officers work?

- Each Secondary School will have a named officer as core liaison as a consistent visible and accessible presence
- Schools Officers will roll out across Kent and Medway between June 2021 - January 2022
- Maintain regular contact with Headteachers and respond to School needs and requests
- Support teachers in developing content for PSHE lessons to ensure a consistent and appropriate crime and policing message
- Will work alongside community based officers and education partners for enhanced services
- Support Schools with reported incidents, re-acting to the needs of the school and children
- Signpost to or deliver early intervention and awareness inputs for young people
- Support children in recognising signs of danger and harm and how to report them



## What is Child Centred Policing?

**Our Schools Officers will follow a Child Centred approach which support each child based on their individual needs, experiences and thoughts.**

**This means that we:**

- Recognise the different needs & approaches required for different ages
- Early identification and early intervention to prevent long term harm
- Holistic approaches to support families
- Building positive relationships and connections with young people to shape future of policing and engagement

