

The Brilliant New Build

Exciting times are certainly ahead of us: the foundations of the new buildings are being created and discussions with Sky's top interior designers taking place. Bowmer and Kirkland - the builders - have been super and are very pleased with the progress that has been made.



To enable all of our parents/carers and students to see the progress and visit the site we have arranged the following visits to the MacFarlane Road site.

22nd April 2020

10am – Visit the location of the new school building and talk with Bowmer and Kirkland.

2pm – Visit the location of the new school building and talk with Bowmer and Kirkland.

5pm – A presentation by Bowmer and Kirkland (held at 390 London Road).

Everyone is welcome.



In September, as part of the Being Bold activities, students will be taking part in a wide range of activities to enable them to see the construction process and how wonderful our new building is going to be.



Lusia Miller at the English National Opera

A group of Year 7 and 8 students braved the storms to travel to central London to see Luisa Miller at the English National Opera (ENO). As an organisation, the ENO are keen to promote the opera as an art form for all people regardless of background, translating famous operatic works into the English language and providing a fresh and exciting take on their delivery. Luisa Miller was no exception to this and was a fascinating production using dance, unique set designs as well as music to tell this contemporary version of the story.



Here's what two students had to say:

The Coliseum's interior design and architecture was really great to see. The intricate details such as the dome in the ceiling with stained glass windows was honestly amazing. The pillars on the walls and the sculptures all around the venue were vivid and

colourful and I could have looked at it for hours. The Coliseum is a stunning piece of London!

Alfie W, Year 7

We went to an Opera and got an insight as to the different ways art can be expressed. Along with the design, the opera was admirable, using things such as symbolism to portray a story. One of the many things that was interesting was how the characters created contrast by having their younger selves with them to see how their personalities had changed and developed. The opera was about the restriction of love, two people being separated. The tragedy elements helped the audience sympathise with the characters as they faced misunderstandings and their families conflicted. In the end, these misunderstandings lead to the characters' deaths, concluding a tragic end to the story.

Duru A, Year 8



Students were thrilled to have a huge shout-out in the theatre by the ENO compere and we would like to thank ENO Baylis for very kindly offering us the tickets and for being so welcoming to us



Catering Review

Our students have been closely involved in the platform for discussion about what food is served at Bolder and how catering provision can be improved. As a result of their discussions we have made a number of improvements to our catering service and responses to questions asked by students are given below.

Students asked...

We would like bigger portions.

We currently follow the government guidelines for portion sizes.

We would like to change family dining service

There will be a change to the family dining service going forwards. Students will collect plated up meals and will no longer serve each other. This will speed things up and reduce clearing duties for students while retaining the family dining ethos.

We would like more variety in the menus.

We have reviewed the menus and will be adding more variety, including spicier options. We will also introduce more variety within desserts as well as introducing themed days.

Can we have Halal?

We will continue to review demand for Halal – at the moment Bolder's facilities cannot accommodate Halal.

We would like quicker service

We have reviewed how service is delivered and made a significant change to plating up food which will speed up service.

Can we have warm drinks when it's cold?

We are exploring introducing hot chocolate at break.

Can we have more vegetarian options?

We have addressed this within our new menus and will be using meat substitutes eg Quorn more frequently on rotation.

Free Breakfast

We are very pleased to announce that ABM will be providing free porridge (until the end of the term) to all of our students to ensure that they can start the day with a nutritious breakfast. We all know how important it is for growing children to eat well and this promotion will make sure that students do not miss out. There is a small charge for fruit and honey toppings although for FSM students they are free.



Our caterers ABM have listened to our students requesting more variety. ABM are looking to make seasonal and special meals which suit the season and the event. So far this month we have had celebratory Valentines cookies and pancakes to celebrate Shrove Tuesday.

At Bolder we are always looking to improve our services and we will continue to try and listen and respond to our students to improve our catering.

The new menus can be viewed on the Bolder web site.



Valentine's Day Charity Cake Sale

A group of year 8 Bolder students have been busy baking cakes and raising money for a brilliant cause - the National Autistic Society. The students organised and managed the event from start to finish: designing posters to advertise the cake sale, baking cakes and running the stall. In total they managed to raise a grand total of £90.63 pence for their chosen charity. Well done everyone!



ABM Catering Employee Award

Well done to Vilma of ABM Catering who was presented with the Annual Awesome Award winning trophy and certificate for 2019. She also won the December Awesome Award and received another certificate. Vilma was gifted £100 in vouchers for her efforts which are well deserved!

Steve Wishart Operations Manager



Anti Bullying Initiatives



The Year 8 Anti-Bullying Ambassadors recently spent their Being Bold sessions at Isleworth Town Primary School. The Ambassadors designed a 30 minute presentation and workshop focusing on cyber bullying which they delivered to Year 6 students.



The students were incredibly successful in communicating their message and developed excellent relationships with the students. They carried out some different scenarios to get the students thinking about how they would deal with different bullying situations. This allows the Ambassadors to share their knowledge and expertise on the best ways to approach a bullying incident. The Ambassadors represented Bolder



Academy incredibly well and should be very proud of the work they achieved with the students in such a short amount of time.

LGBT Ambassadors



The LGBT+ Ambassadors recently attended a training session with Diversity Role Models, an organization with volunteer role models, who speak openly about their lived experiences, so that young people can understand the impact of their language and actions. In the session, they learned some of the history of LGBT+ whilst hearing about a role model's journey. The students identified some of the issues that the school is currently facing with regards to the use of homophobic language. After identifying the issues, they went on to discuss strategies to combat the use of language in school.



The students were incredibly creative in their approach to coming up with ways to develop their campaigns which they will put into action over the next few months.

Be Her Lead

Talented female students in Year 7 and Year 8 have been selected to take part in a series of bespoke "Be Her Lead" workshops for one of their Being Bold options. "Be



Her Lead" is an exciting new programme, which aims to build confidence and raise aspirations for girls in schools. This half-term, students have successfully completed sessions on creative writing, mood boards, mindfulness and public speaking. This month, a group of students will be putting their skills into practice and speaking about their experiences at the Be Her Lead National Conference at Chiswick School.

Photography



In March, the current cohort has been invited to attend a Camera Obscura workshop at The Photographer's Gallery in central London to deepen their understanding of photography and create their own hand-held pinhole camera!

Culture and Society

Bolder students visited a variety of religious venues with trips to Hounslow Mosque and London Synagogue as part of their Culture and Society studies. In our mixed and diverse community it is crucial that our students understand the religious environment in which we live, as understanding leads to acceptance and tolerance. Students learnt about the architecture of the building, special religious dates and how the mosques and synagogues cater for all members of their congregations.





Action-attainment
Communication skills for life

Communication Skills Understood

How can we best understand, then explain, subtle, hidden communication needs?

How do we ask for the right support in education, leisure and the work place?

How do we obtain evidence of need and gain access to meaningful support for inclusion.

Meet 'Talking Tomorrows' and find the answers at **Action-attainment's** new workshop for parents, teaching staff and support workers.



Practical Communication Strategies for Education, Home and Leisure

Action-attainment's new workshop for parents and teaching staff of children and young adults with communication needs **examines how we can analyse, plan and prepare for attainment with a good understanding of hidden communication needs.**

'Talking Tomorrows', specialist speech and language therapists, explain how to:

- Identify hidden communication needs
- Understand life-long impacts on learning & interaction
- Know how to find practical strategies for education, work and social integration
- Put in place scaffolding for young people's attainment across their life span

10th March, Roehampton University, 7pm to 9.30pm

Workshop, Room DU309 7-9:30pm, Duchesne Building, Digby Stuart College, Roehampton University, SW15 5PH

A suggested contribution of £20 to Action-attainment's costs helps us to maintain our services to families and professionals, free places available on request from A-a. Booking details:

Contact tom@action-attainment.com Tel: 0208 392 9946

Eventbrite search: Action-attainment Communication Skills for Life

Arabic

In Arabic, students have completed a successful term of basic introductions to Arabic, excelling in reading the Arabic alphabet and successfully completing their first graded Aspiring for Excellence test! Students have displayed resilience, determination and have been very brave in learning Arabic, which will, no doubt, add to their credentials for their future life plans. We are also excited to welcome back the CAABU (Centre for Arab-British Understanding) back to Bolder next month for another fascinating cultural workshop!

Pizza Party Celebrating the Bolder Values!



To celebrate a great start to 2020, Bolder students across Years 7 and 8 were rewarded for their positive behaviour with a pizza party. Great fun was had by all students as they tucked into some delicious margarita pizzas. We're all looking forward to the next one so keep up the excellent behaviour Bolder!



BRITISH COUNCIL
INTERNATIONAL SCHOOL AWARD

Korean

In Korean Being Bold, students have been immersed in Korean creative arts and culture. Students have learnt about and decorated the Hanoi masks, designed fans, understanding calligraphy and were also invited to take part in a Korean snacks party at the end of last term. They practised their Korean food ordering skills using honorifics as appropriate and implemented the social etiquette of Korean meal times.



Being Bold in Languages

We are delighted to say that Bolder has received the British Council International School Award - Foundation level Accreditation, in recognition for it's promotion of world languages - through our Korean and Arabic lessons and through establishing a partner school in Madrid. Summaries of some of the activities in Korean and Arabic are below.



Geography Competition Natural Hazards

The Natural Hazards Geography competition saw some excellent submissions, with over thirty innovative projects submitted. Students were tasked with building a model volcano, with awards going to students for geographical accuracy, creativity, and overall aestheticism.

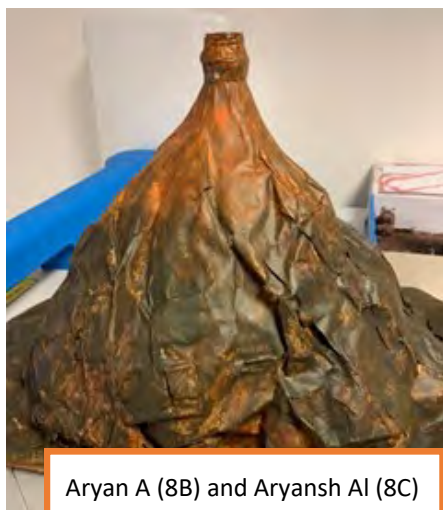
The geography department were thrilled to see students so keen to engage with the project and selecting our winners was incredibly challenging. All students who entered were awarded 5 house points for their entry, however a particular congratulations to our Year 7 and Year 8 winners:



Lois-Jacklyn K 7D



Duru Arslan 8E



Aryan A (8B) and Aryansh AI (8C)



Nistha J 7E

Results

	Year 7	Year 8
Geographical Accuracy	Nishtha J.	Tanishq M
Creativity	Julia K	Demi H
Aestheticism	Lois-Jacklyn K	Duru A

Tomorrow Engineer Robotics Challenge: Bolder Bots.

Bolder Academy was given the exciting opportunity to enter Tomorrow's Engineers Robotics challenge. This is a programme which encourages students to work together to solve real-world engineering, technology and computing challenges. Students discovered how to build, program and control autonomous LEGO Mindstorm robots- which you may remember reading about in our first Newsletter.



From speed racing to delivering

humanitarian aid, the students tackled several challenges, taking their robots to the Salesforce Tower in London to showcase their designs and to demonstrate their skills. The team performed in a speed and control challenge, a teamwork challenge, a question and answering session (discussing their designs and strategies), such as having their robot move objects and display messages.

The challenge aims to develop valuable life skills such as strategy, teamwork, research and self-confidence as well as uncovering exciting new career possibilities.



Our students thoroughly enjoyed the experience, with many having chosen to do robotics club for both Being Bold sessions. Several students also asked if they could return to the challenge next year! Moreover, some students have now expressed interest in having a career in engineering and took the opportunity to talk to the engineers present at the day.

A very well done to Bolder Bots! We are very proud of our students' performance during the day and congratulate them for their well-deserved recognition in their presentation. Our students delivered a fantastic presentation on their idea of Binomatic – a bin with an app, which is designed to increase recycling through material recognition and sorting.

They impressed the judges so much that they were awarded best presentation of the day and returned to Bolder with a new cup to display.

A Bolder Future – Careers Talk with the Fire Fighters

Year 7 Being Bold week welcomed a number of visitors, including a member of Hounslow's firefighting team, who delivered a very engaging and informative session on a career in the fire service. The students learnt about a typical salary and the expectations and the skills needed in the industry. They were also introduced to the possibility of joining cadets for aspiring firefighters (many students expressed interest for this).



Students were thoroughly engaged and used the opportunity to ask some really thoughtful questions. One student said 'This was the best assembly we've ever had' and, another said 'I really enjoyed that assembly, it made me want to be a firefighter too!'. The firefighter was equally impressed with our students' behaviour and positive reception and expressed interest in returning in the future to provide further career guidance!

IT at Bolder

Personal Branding

Year 7 students have worked hard learning about personal branding in some of their prep/study skills sessions this year. They first considered what a brand was before exploring how actions and beliefs could affect one's personal brand. There was a particular focus on the impact this can have on career prospects as well as its relationship with their online

presence.

Students (and parents) are encouraged to frequently check what information is available about themselves online and to ensure they are using technology responsibly. A competition was then launched for students to produce some further work summarising their learning from personal branding. We received several high quality submissions which included several presentations and posters.

A particular well done to our winners: Olivia and Inaaya who worked together to produce a fantastic creative and informative poster, Nishta, Remy and Abdirahman who was brave in attempting and succeeding with creating an excellent poem describing personal branding.

Similarly, students in Year 7 produced fantastic work for the computing competition. This encouraged students to read and illustrate poems which have been written to help assist the learning of key computing concepts/ knowledge.

Hippos is how we remember the components of our PC
It really is that easy- just read on and see!

H is for hardware the things that are physical
I is for input devices, entering things so they're digital
P is for primary memory - r starts our main two
P is for the processor - also known as the CPU
O- is for output so that we can hear and see
S is for secondary storage; our files are not just temporary!

Software of course is needed too
Our programs and apps give us so much to do!



A special congratulations to Roan, Evie and Klaudia who submitted fantastic pieces and were our three winners. Several pieces of the art

has also been shared on the site:
computingpoetry.weebly.com

The internet can be great and really beneficial to use
But also very risky and dangerous if abused.
So be Brave, be Strong, be Kind
And then you'll be absolutely fine!



Be kind, be Safe Cyber Security

PC Cale who works in the Cyber Security Unit was welcomed to Bolder. PC Cale delivered a captivating presentation on using technology responsibly and the consequences of misuse. This was a great introduction to the Matrix Challenge- which students participated in during Being Bold week. The challenge covers the Computer Misuse Act 1990, staying safe online, steganography, python coding and a cipher. The challenge is designed to test digital skills and encourage the development of abilities that would enable a career in the cyber security landscape. The students appeared to enjoy the challenges, with several being brave and persevering to complete the bonus tasks too!

To promote kindness on the internet we would ask that all parents and carers, take some time to read the National Online Safety's poster in this newsletter.

Forthcoming Dates

Maths Week Y7 & Y8: 2nd March

World Book Day: 5th March

New Build site Visit: 22nd April 2020

Jamies Farm Trip Payment Dates:

- Instalment 2: 29th Feb 2020
- Instalment 3: 31st March 2020
- Instalment 4: 30th April 2020
- Instalment 5: 31st May 2020

Progress Day: 20th April 2020

LITTLE REMINDERS OF HOW TO

BE KIND ONLINE

ONLINE ABUSE CAN HAVE A SEVERE IMPACT ON PEOPLE'S LIVES AND IS OFTEN TARGETED AT THE MOST VULNERABLE. CYBERBULLYING HAS BEEN SHOWN TO HAVE PSYCHOLOGICAL AND EMOTIONAL IMPACT. IN ORDER FOR US TO DEVELOP EMPATHY FOR OTHERS WE SOMETIMES NEED TO MOVE AWAY FROM FULFILLING OUR OWN NEEDS AND THINK ABOUT THE NEEDS OF OTHERS. THIS IS SOMETIMES MORE CHALLENGING ONLINE BECAUSE WE CANNOT SEE THE PERSON, CONNECT WITH HOW THEY FEEL NOR INTERACT FACE TO FACE.

THIS GUIDE WILL HELP YOU TO BE MORE CAREFUL ONLINE AND IS SUITABLE FOR ANY ENVIRONMENT I.E. GAMING, MESSAGING AND SOCIAL MEDIA. IT WILL HELP YOU TO UNDERSTAND THE IMPORTANCE OF SHOWING KINDNESS AND HOW TO DEVELOP EMPATHY ONLINE.

TOP TIPS FOR EVERYBODY

#WAKEUPWEDNESDAY

UNDERSTAND WHAT 'EMPATHY' IS

EMPATHY IS THE SKILL OF RECOGNISING, UNDERSTANDING AND CARING ABOUT ANOTHER PERSON'S FEELINGS AND TAKING ACTION TO HELP. THIS IS TRICKIER ONLINE BECAUSE RECOGNISING AND IMAGINING HOW ANOTHER PERSON FEELS IS HARD WHEN WE ARE NOT WITH THEM FACE TO FACE. WHEN WE TRY AND UNDERSTAND HOW SOMEONE FEELS THROUGH WORDS ALONE, IT CAN LEAD TO CONFUSION OR A MISUNDERSTANDING.



FEEL, SEE AND UNDERSTAND

IF WE IMAGINE OURSELVES IN THE SITUATION OF ANOTHER PERSON, WE TAKE ANOTHER STEP DOWN THE PATH OF EMPATHY. IT DOESN'T MEAN AGREEING WITH THE OTHER PERSON, BUT IT MEANS **UNDERSTANDING** HOW THEY FEEL. IF YOU FEEL YOURSELF BECOMING DETACHED AND UNCARING PERHAPS DEVELOP A MENTAL PICTURE OF THEM, SO YOU CAN IMAGINE THEM AS REAL PERSON AND NOT JUST A BUNCH OF WORDS. IF YOU KNOW THE PERSON, CONSIDER A VIDEO CHAT OR VIDEO CALL.

DEVELOP SELF EMPATHY

ALTHOUGH WE TEND TO SHOW THE BEST OF OUR LIVES THROUGH SOCIAL MEDIA, THE REALITY IS WE ARE NOT ALL PERFECT. HAVING **EMPATHY** FOR OTHERS MEANS WE NEED TO ALSO HAVE SELF EMPATHY. IF WE UNDERSTAND THAT WE ARE NOT ALL PERFECT, INCLUDING OURSELVES, WE CAN FIND KINDNESS.



★ OFFER HELP ★

ACCORDING TO DR DAN SEIGEL, A CLINICAL PROFESSOR OF PSYCHIATRY, BEING KIND IS REALLY ABOUT RESPECTING EACH OTHER'S VULNERABILITY AND WANTING TO HELP. SO, WHEN SOMEONE IS SHARING THAT THEY ARE STRUGGLING OR FINDING LIFE HARD, OFFER HELP, EVEN IF THE HELP IS A **LISTENING** EAR OR SAYING, 'I CAN UNDERSTAND YOU WOULD FEEL THAT WAY. I'M HERE FOR YOU'.



TRY TO ADD VALUE

CONSIDER, BEFORE YOU COMMENT ON A POST OR IMAGE, HOW CAN I HELP THIS PERSON TO LOWER THEIR SADNESS? HOW CAN I ADD SOMETHING TO **IMPROVE** THEIR DISTRESS AND HAPPINESS? SHOWING OTHER PEOPLE'S PAIN AS ENTERTAINMENT AS A WAY TO GET NOTICED OR MORE LIKES DOES NOT ADD VALUE.



BE RESPONSIBLE

THINK TWICE BEFORE YOU ACT. CONSIDER, ARE YOU ACTING ON ANGER, FRUSTRATION OR IN A MOMENT OF JUDGING A SITUATION WITHOUT KNOWING THE **TRUTH**? ONLINE, IT IS EASY NOT TO HAVE ALL THE FACTS AND REACT TO A SITUATION WHICH IS BEING PORTRAYED.



UNDERSTAND THE **ACTIONS WORDS** IMPACT OF YOUR

COMMENTING ONLINE SOMETIMES MEANS THAT WE DON'T ACTUALLY 'SEE' THE IMPACT OF OUR COMMENTS AND WORDS. THIS MEANS IT CAN BE **EASIER** TO DETACH FROM THE CONSEQUENCES OF OUR ACTIONS. UNKIND COMMENTS DO HAVE CONSEQUENCES AND CAN ADD TO SOMEONE'S DISTRESS AND FEELING ABOUT THEMSELVES.

DISASSOCIATE FROM PACK MENTALITY

ONLINE, IT IS EASY TO GET CAUGHT UP WITH POSTING **NEGATIVE** COMMENTS BECAUSE EVERYONE ELSE SEEMS TO BE GETTING COMFORTABLE WITH STANDING OUT, AND NOT GETTING CAUGHT UP POSTING NEGATIVELY BECAUSE EVERYONE ELSE IS. EVEN IF THIS MEANS STANDING ALONE AND REMINDING OTHER PEOPLE THAT THEIR BEHAVIOUR IS UNKIND, YOUR COURAGE COULD SAVE A LIFE.

#BEKIND



National Online Safety®

#WAKEUPWEDNESDAY

MEET OUR EXPERT

THIS GUIDE HAS BEEN WRITTEN BY ANNA BATEMAN. ANNA IS PASSIONATE ABOUT PLACING PREVENTION AT THE HEART OF EVERY SCHOOL, INTEGRATING MENTAL WELLBEING WITHIN THE CURRICULUM, SCHOOL CULTURE AND SYSTEMS. SHE IS ALSO A MEMBER OF THE ADVISORY GROUP FOR THE DEPARTMENT FOR EDUCATION, ADVISING THEM ON THEIR MENTAL HEALTH GREEN PAPER.



For further info, check out these online resources too ↴

<https://www.themix.org.uk/>

<https://youngminds.org.uk/>

<https://www.mind.org.uk/>

www.nationalonlinesafety.com Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 19.02.2020



Public Health
England



Advice on the coronavirus for places of education

How serious is the coronavirus?

- It can cause flu-like symptoms, including fever, cough & difficulty breathing
- The infection is not serious for most people, including children
- There is currently no vaccine
- Most people get better with enough rest, water to drink and medicine for pain

How likely are you to catch the virus?

- You can only catch it if you have been close to a person who has the virus
- The chance of being in contact with the virus is currently low in the UK
- If you have travelled to areas where many people are infected, your chance of catching the virus is higher, i.e. China and any affected areas

How can you stop coronaviruses spreading?

If you need to cough or sneeze



Catch it with a tissue



Bin it



Kill it by washing your hands with soap & water or hand sanitiser

You should wash hands with soap & water or hand sanitiser



After breaks & sport activities



Before cooking & eating



On arrival at any childcare or educational setting



After using the toilet



Before leaving home



Try not to touch your eyes, nose, and mouth with unwashed hands



Do not share items that come into contact with your mouth such as cups & bottles



If unwell do not share items such as bedding, dishes, pencils & towels



Stop germs spreading with our e-Bug resources on hand and respiratory hygiene lesson plans for KS1, 2 and 3: campaignresources.phe.gov.uk/schools

What should you do if you feel unwell?

Keep away from others and stay at home to stop the infection spreading. Avoid public transport if you think you have symptoms of coronavirus. If you become unwell at a place of education, tell a member of staff and let them know if you have travelled to any other countries in the last 14 days.

If your staff member or parent thinks you have symptoms of coronavirus, they should call **NHS 111** for advice. Follow the UK Government advice for child care or educational settings gov.uk/government/publications/guidance-to-educational-settings-about-covid-19.

Parents can visit NHS.UK to find out more information. Teachers and support staff should follow the UK Government advice.

Staff, students and pupils who have returned from Iran, specific lockdown areas in northern Italy, special care zones in South Korea or Hubei province China (returned in the past 14 days) should self-isolate, and NOT attend education or work for 14 days. See NHS.UK for advice on coronavirus.

If there is an emergency, call 999 immediately

