

## From the Headteacher

Dear parents and carers

When all the examinations are over and we get to the last couple of weeks of the term, you might think that school is less intense – far from it! The cycle starts again very quickly; our new Nobelians will be with us on 11 July for their secondary transfer day and the process starts all over again, as one group graduates and leaves another cohort joins. It is a melancholic process, we all get older, and the kids are always the same age.

We will be breaking up at 12:20pm, on July 19 and there are lots of exciting events between then and now. Our enrichment days on 4 and 5 July and Sports Day on 12 July are always genuine fun but, after that, all Nobelians will be looking forward to their summer holidays.

The General Election has loomed over us for the past six weeks, by the time you read this the result will have been decided. We do not get involved with party politics at Nobel, but we want our young people to engage in the political process, to understand that democracy is vital to our way of life and should be cherished. We teach that voting in a democratic election is central to our way of life. We wanted our young people to understand the process without becoming party political, for that reason, Ms Gregory helped to organise a Nobel General Election; here is her account:

*“On 27 June, 813 students took part in the Nobel mock election. They were voting between 4 parties, Pure Voice Party (Isobel Graham, year 10), The Jade Party (Alex Savo, year 12), The Freedom Unity Party (Mariyah Rahman, year 12) and the Justice Party (Andrei Gono, year 10).*

*There were 17 students, from years 7, 8, 10 and 12, involved in creating manifestos for the parties, inspired by the main 5 political parties running in the 2024 general election. They worked during lunchtimes and at home for two weeks to develop their campaigns to persuade the student body they were the best candidate. This was done via several strategies, including giving away homemade baked goods in return for listening to their manifesto, and another party running a persuasive online campaign through email.*

*Manifestos were introduced to the student body during a 'party political broadcast' in form time. This allowed all students to understand what each party was standing for and put a face to the party leaders. In addition to this, all students registered to vote. They were issued with polling cards on doing so, which they then exchanged for their ballot card at the 'polling station' in the auditorium. This was done in place of voter ID.*

*Nobelians impressed with their maturity around the election, the thoughtful questions they were asking and discussions they were holding between themselves and with staff members.*

*The Nobel election was a wonderful experience. Thank you to everyone who voted and particularly to the candidates. You can see how the Nobel electorate voted on the next page.”*

As always, thank you for your continued support, and I wish you a relaxing weekend.

Kind regards

Martyn Henson

## Nobel 'General Election' Results

813 students voted in years 7 to 10 and year 12. There were 14 spoiled ballot cards, and these were the results:

	Pure Voice Party	The Jade Party	The Freedom Unity Party	Justice Party	Spoiled	Total
Year 7	35	17	18	125	4	199
Year 8	93	20	7	68	3	191
Year 9	7	14	25	118		164
Year 10	22	6	9	160	7	204
Year 12	4	10	33	8		55
<b>Total</b>	<b>161</b>	<b>67</b>	<b>92</b>	<b>479</b>	<b>14</b>	<b>813</b>

## Nobel Celebrates Student Successes

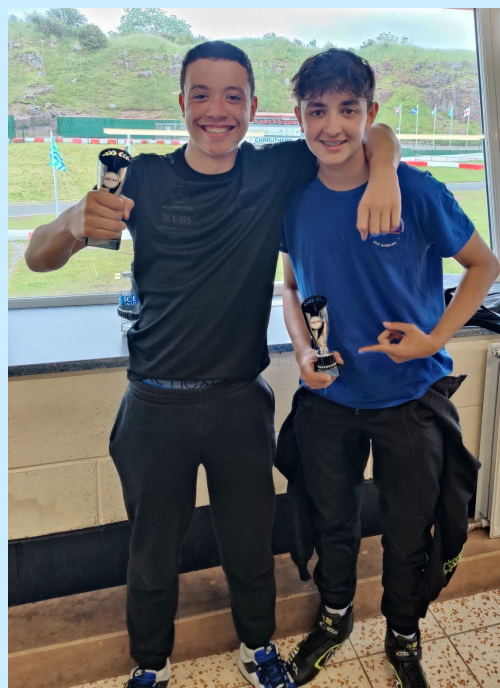
Katie Harrington-Pike (11E RLN) captained her team, Stevenage Starlets, to victory in the U16 Hertfordshire FA County Cup Final v Hitchin Belles. In a tight match, Katie scored the equalising goal to take the match into a penalty shoot out after a 1-1 draw. Katie then scored her penalty in the shoot out as her team won 5-4 to secure the trophy.

Well done, Katie!



Well done to Roman Grundy (9TJKY), who competed at the Rowrah Circuit, in Cumbria over the weekend of 29 and 30 June. Saturday was a wash out and Roman placed 21st, however, on Sunday he went back with a 'can do' attitude and placed 8th out of 33 drivers. He is currently sitting at 10th place as he prepares to go into next weekends national championships.

We wish Roman every success in this event.



## Nobel Celebrates Student Successes

Well done to Eden Brown (7C DAN), who attended the Wales International Tae Kwon Do championships on the 29/30 June. He received a 'Good' for his single poomsae.

Eden has gone up a weight category in the sparring and, due to his age, he is classed as a cadet. This means that he fell into a weight category from 45kgs (Eden is 45.5kg) to 49kgs! We look forward to hearing more of Eden's successes.



Well done to Elana Day (7E LBT), who has had several recent successes within football. Elana has attended a number of trials for her position as goalkeeper at several high-profile clubs, including Watford and Queens Park Rangers. She also attended a trial at St Albans City FC Academy. Elana was successful at all of these trials. She has decided to join St Albans City due to their support package, which includes playing in the JBL Warriors League, 1 to 1 training with the men's team goalkeeper coach, strength and conditioning training, physios and rehabilitation, if it is required.

Elana has successfully retained her space within the Stevenage Borough Emerging Talent Centre, where she will play up a year in the new football season. Elana has recently been voted as players' player in her recent presentation evening for her team and has won two tournaments with the Goffs Oak U13 and U15 teams respectively.

Well done Elana, we can't wait to hear about your future development and subsequent successes. We are so proud of you.

Congratulations to Evie-Jane Cherry (7E LBT), who has secured her places in several football teams for the 2024-25 season. Firstly, Evie-Jane has successfully trialled and retained her place within the Stevenage Borough Girls' Development Centre, which is linked to the English Football Association and is the pathway to the Lionesses.

Evie-Jane will also be playing for the Cambridge Academy and an all boys team at Bedwell Rangers. Well done Evie-Jane, we are so proud of you and can't wait to hear about all of your inevitable achievements in the near future.



## Year 11 Leavers' Prom

On Thursday 27 June, we celebrated the Year 11s making it to the end of their GCSE exams with their Prom. Although having to overcome some last-minute hurdles after being let down by Knebworth Barns a couple of weeks before, everyone had a lovely evening at Chesfield Downs Golf & Country Club.

As students started to arrive from about 6.15pm, we were treated to some great (and very loud) arrivals, such as Cadillacs and Rolls Royces, as the Year 11 students made their grand entrances in style. The ladies looked absolutely stunning in a host of wonderful dresses and gowns, while the gentlemen were not to be outdone in their suits and finery. Every single student made a really wonderful effort on the night, and they certainly looked the part. It gives all the staff who come to the Prom great pleasure to see Year 11 students at their finest, and this year was certainly no different.

The DJ, kept the dance floor filled for the whole evening, students danced and sang their way through till 10:45pm, or sat outside enjoying the fresh air. As always, the Prom provides one last chance to spend time together as a whole year group.

It must be mentioned that student behaviour on the night was excellent. From the arrival of the first car, through to the very end of the evening, all our Year 11 students conducted themselves superbly, and were an absolute credit to themselves, and to the school. Next year's Year 11 students have a *very* tough act to follow!

As their Head of Year, it just leaves me to say that it has been an absolute pleasure to work with them for their last two years at Nobel School. Prom was the perfect way to say farewell to their compulsory education. I am so proud of all of them and how they have grown into lovely and courteous young adults. I wish them all a restful summer and look forward to celebrating with them on GCSE results day on 22 August.

Finally, as mentioned, we had a stressful last couple of weeks prior to the prom trying to secure a venue at short notice. I would like to thank Ms Parsley, Mrs Davies, Miss Thorp and Mrs Lambert who have worked so hard to ensure the prom went ahead.

Mr Paul Willsher  
Head of Year 11



## Duke of Edinburgh Award

This term, 89 Year 9 students have registered onto their Bronze Award with great enthusiasm. Students have already started a range of physical activities, new skills and volunteering options to ensure they progress through their Award over the summer holidays. Chosen sporting activities include: running, cycling, football, walking, badminton and cycling, just to name a few. Favourite skills for this year's cohort seem to be cooking, baking, learning a new language and improving computing or coding skills. Our students are embarking on a whole host of volunteering opportunities from supporting Church Farm, local primary schools, local charity shops, Stevenage Library, Fairlands Park Run, Nobel extra-curricular clubs to minibus cleaning and litter picking. It's wonderful that the majority of our students aim to use their summer holidays to make progress through their Award ensuring smooth transition into year 10.

Towards the end of June, 65 Year 10 students completed a successful Bronze Qualifying Expedition in the Hertfordshire countryside. Having already completed their physical, skill and volunteering sections in addition to all their expedition training they literally ran, skipped and crawled over the finish line. We are so very proud of their resilience as, even though sometimes it's easier to give up, every single student who completed their Qualifying Expedition passed and must be incredibly proud of their achievements. Parents, you would be impressed - they even queued beautifully to wash up their own saucepans and dishes at the campsite!

Three groups of Year 11 students, who have finished their exams, returned to school for their Silver Expedition planning. It was lovely to hear them reflect fondly on their Bronze Expedition and I look forward to taking them out into the White Peaks next week.

Ten Year 12 students and one previous Nobelian completed a challenging yet fun expedition in the Dark Peaks during the final week of June. Students had definitely learnt from completing their Silver Award last year about the importance of food and how getting up earlier ensures a more enjoyable day; would you believe it, students wanted to get up and leave at 6am (they didn't even need a wake up call). What was really nice, was hearing how proud they were of their independence, deciding for themselves how to approach each day, checking in at the campsite and taking responsibility for their food and accommodation choices saw them all thrive.

Finally I'd like to congratulate our two new Head DofE Leaders, Imogen Spiller and Ioana Turlea, who, not only excelled throughout their Gold Expedition, showing the importance of leadership and teamwork but also interviewed really well, and I look forward to working with them both closely next year.

Miss Lisa Steele

Duke of Edinburgh Co-ordinator



# A Celebration of Nobel Art Graduates 2024

As an art teacher, one of the most rewarding experiences is witnessing the growth and accomplishments of students long after they leave the classroom. It is a unique privilege to guide young artists through their early explorations, helping them discover their voice and refine their craft. I was recently invited to the prestigious art school, Central Saint Martin's to view this year's graduate exhibition. I was able to reflect on the incredible successes of four of our past students who have ventured into the world, armed with their creativity and passion.

**Austin Shaw** was a talented and sensitive art student with a penchant for mixed media during his time at Nobel. His ability to push the boundaries in his work often left his peers and teachers in awe. Today, he is embracing the video arts and has already secured a position for next year as a result of a successful placement at a media production company.

**Willow Rowlands** was a painter with immense skill during her A Level. She has continued to explore and tell stories through her work. Initially hesitant about technology, she gradually embraced it, combining her love for traditional media with digital innovation. Willow's journey highlights the importance of adaptability and the exciting opportunities that arise when one is open to merging old and new techniques.

**Chloe Windsor** always had a flair for textile-based projects combining unusual techniques in her coursework. At CSM, flora and fauna remain a dominant theme in her work as she opted to specialise in knitted textiles creating fragile and opulent pieces in her exhibition.

Then there is **Jay Bradford** who often opted to ask questions and shock his audience with his extraordinary A Level pieces. Imagine how proud I felt walking in to one of the worlds most renowned Colleges of Art and Design and being confronted with his artwork dominating the huge atrium space. Jay's journey completes a beautiful circle, reminding us that every one of these students has the potential to become a beacon for the next generation of Art graduates. Our students journey underscores the importance of fostering creativity, resilience, and individuality.

Their successes are not just personal victories but a testament to the enduring power of art education and I very much look forward to seeing where their paths lead next.



Ms Sharon Sears  
Head of Art

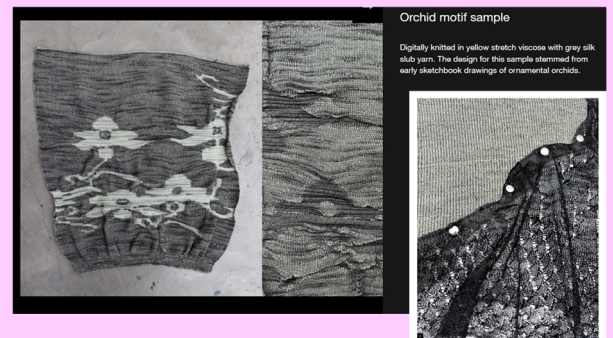


Pictured, left to right, Austin Shaw, Willow Rowlands, Chloe Windsor.

**Below:** Video stills, Austin Shaw

**Top right:** Jay Bradford

**Bottom Right:** Knitted textiles, Chloe Windsor



Orchid motif sample

Digitally knitted in yellow stretch viscose with grey silk slub yarn. The design for this sample stemmed from early sketchbook drawings of ornamental orchids.



# Year 12 Climate Change Visit to Keele University

Albert Einstein once said “The definition of insanity is doing the same thing over and over again and expecting different results”. This quote is all too pertinent to our current climate change crisis and the desire/need for real change. With the world warming at an alarming rate, it is vital that new innovations be thought up to combat this crisis.

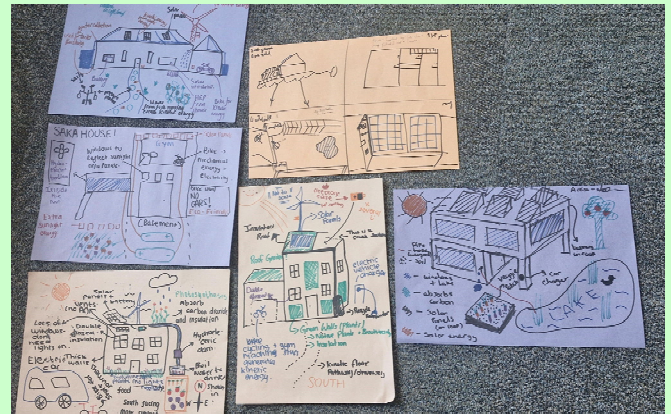
On Monday 24 June, the Year 12 science and geography students had an early start to travel up to Keele University in Staffordshire. The university is renowned for its research and teaching on some of the world’s most important up and coming issues. The day consisted of lectures, speeches and interactive workshops, where students put their critical thinking and problem-solving skills to the test.

The students arrived promptly for a 5:45am start, we had the coach to ourselves for the first couple of hours and then we were joined by students from Soke Park School in Coventry after an efficient pitstop at Rugby services.

We arrived at Keele University, ready for our first speeches at 10:45am. We were welcomed by Tom who gave us an overview of the day and handed over to Dr Richard Waller who gave a fascinating talk on the cryosphere. Dr Waller somehow pitched university-level concepts at just the right level for the students, explaining how global warming is affecting our glaciers and ice sheets, linking these phenomena to the scientist and women's rights activist, Eunice Newton Foote, and to the Swedish chemist, Savante Arrhenius. He also explained that keeping global warming below 1.5°C is important to avoid tipping points, where a threshold is reached causing a dramatic change to our planet. Our next speakers were Martha Selwyn, Rachael Methren and Lina Salamander Torres from SSE Renewables, the company in charge of Dogger Bank offshore wind farm, the world's largest offshore wind farm. They spoke to us about the history of using wind power, from Persian windmills in AD500 right up to present day floating wind turbines. They explained how modern wind turbines use wind power to generate electricity and what SSE Renewables are doing to reduce their impact on the environment as much as possible and even improve the seabed for fish at the base of their turbines.

Keele University's own Alana Wheat then spoke to us about her work as a Sustainability Officer, talking us through an impressive number of climate and ecological initiatives being run at Keele including an arboretum, hedgehog friendly campus, student and staff allotment, wildflower meadow, the Sustainability Hub and Home Farm.

After lunch we attended two workshops where we tackled issues such as the effects of offshore wind farms on third parties, such as marine life, and what we viewed to be the house of the future. Students pitched to the session leaders their views and how their inventions and innovation could change the future in a positive way. Mirroring Dragon’s Den, students thought up, sketched out and delivered incredible solutions and ideas that not only impressed the teachers but the leaders of the sessions as well.



## Year 12 Climate Change Visit to Keele University

After a mentally exhausting session on Monday, students attended Alton Towers where they were able to relax with some well-deserved rollercoasters and games.

Mr Kevin Power, Ms Anna Redmond,  
Mrs Nicola Waites - Visit Co-ordinators



*"The Keele University trip was an amazing experience that really helped with learning more about our planet and ways that we can help it. We were taught much about the different areas of the world that are most affected by climate change, and methods that we can use in our everyday lives to combat this change, whether at home or at school. It was incredible to be able to see the strides that the University had made with their projects such as hedgehog conservation and planting their own fruit and vegetables. Staying overnight on campus also gave those of us hoping to go to university some real experience exploring a large university campus and staying in student accommodation and, for me, this factor alone definitely reinforced that university was what I wanted to do - especially with all the innovative ways that the different departments work together to make change."*

Olivia Kempster and Erin Hodgson



**Join Eco Club to help make a difference to our school and our planet! We are looking for students and staff who want to make our school more sustainable. We want your ideas, your skills and your determination. We will work together linking what we do to the UN Global Goals. Please speak to **Mrs Waites** or **Ms Redmond** to join.**



## Dates for your Diary

**Friday 19 July** - Last day of term. School finishes at 12:20pm





# Developing Character

Currently, the character focus is on the Nobelian virtue of being [empathetic](#).

The Character Conundrum 08/07/24 - 19/07/24 is below. Please can you take some time during the fortnight to read through this with your child and discuss what the right moral choice would be. Please note these are not planned to necessarily match the fortnight focus.

## **Character Conundrum 18 – RELIABLE/HONEST**

It is the end of break and Carl is walking down the corridor past the toilets when one of his friends tells him that he needs to talk to him about something and beckons him into a cubical. Two more boys in his year group pile in and lock the door behind them. The three other boys begin chatting about the lesson they have coming up that they do not want to go to and get their phones out. Carl knows he is going to be late for period 3 and does not want to get into trouble. All the other boys get their phones out and one draws some graffiti in big letters on the cubical wall.

Five minutes pass and a teacher knocks on the door. Nobody moves or says a word until the teacher says that they are concerned about the welfare of the person in the cubical and will have to open the door. The teacher explains the school policy about multiple people being together in a toilet cubical, all four boys are sanctioned and their parents are called to explain the situation.

Carl is left confused and annoyed. He knows the rules and he thinks the consequence is fair for what happened but does not understand why the other boys let him be punished along with themselves. What should he do? Should he appeal to his friends to own up? Should he speak to a teacher and explain what really happened?

### **Support**

This example again explores the loyalty students feel to each other but pitches it against their view of what is fair for all involved. Often students will keep quiet about something that has happened despite recognising it is wrong. They are prepared to accept a punishment for something they did not do, or had no control over, if it means that they protect their friends.

They are slow to realise that true friends would have spoken up for them and would have protected them from an unnecessary sanction. Their loyalty to their peers outweighs their loyalty to the community. Students need to appreciate that these actions had a wider ranging effect, as now other students will have a broken and graffitied toilet or that, when the students are taken back to their lessons, the learning is disturbed.

### **Questions**

- ◆ Can you identify the moral dilemma in this situation?
- ◆ Which of the options Carl lists for responding to this dilemma makes the most sense to you? Is there another better idea he may not be thinking of?
- ◆ What would you do in this situation? If you think it depends on what the sanction is, where would you draw the line? Why? Can you explain?
- ◆ What would you do if you were the boys writing the graffiti/putting things down the toilet? Would you own up and possibly risk a greater sanction?
- ◆ Have you or someone you know ever been in a similar situation? What happened? How do you feel about how the situation was handled by your friends/the teacher?
- ◆ Have you ever been on the other side, for example you needed to use the toilet, but they had all been vandalised?
- ◆ Do you think that it is fair for the site team to spend a large proportion of their time fixing/replacing damaged facilities/equipment due to vandals – for example blocked toilets, broken toilet doors, damaged keyboards, holes in walls? How would you feel if it was your job to rectify the damage?
- ◆ You would never intentionally destroy/damage your own home or possessions? Why not?
- ◆ Staff do not use student facilities/resources, why do you think students damage equipment that only they use?

# University of Hertfordshire Taster Day

On Thursday 6 June, Year 12 students were given the amazing opportunity to visit Hertfordshire University taster day. For most of us, this was the first time we have been able to experience university lifestyle and develop further thoughts about what subjects we are interested in or the pathway we aim to take after sixth form. We were provided with endless opportunities, including tours around the campus, viewing the accommodation and taster lectures for a myriad of different subjects to suit everyone.

As I am hoping to pursue a career in law, my chosen taster lectures were history and law, which I found very interesting. I was enthralled by the depth of debate that a law degree would entail, with such an enthusiastic lecturer, allowing us to discuss controversial laws and topics that cover our history and the present, finding loopholes and room for error within the legal system. It was extremely interesting, finding different interpretations and opinions of certain laws as an introduction to how the legal system in the UK is structured to ensure our safety.

However, my favourite and most valued part of the taster day was the law trial advocacy. Here, we had the chance to partake in a mock court room trial in a fully furnished and professional replica court room. As part of the 'jury', we were able to voice our opinions on a case surrounding the issue of theft, and we were able to contribute to the overall decision for this defendant. A few of the main points I gathered from this experience was the process and order of a court, and how to behave and address people in a suitable manner for this formal process. I was enticed by the debates of both sides of the trial and thoroughly enjoyed listening to the barristers' legal justifications for their argument. This has ultimately inspired me by offering a glimpse into the career I want to pursue, showing me the skills that it entails such as communication, formality and thorough knowledge of the legal system.

Roxy Cooper 12RBD

At the open day, my chosen lectures were psychology and student life. I found these lectures particularly useful as someone who is looking to go to university to complete a psychology degree, they gave a very good insight into what life as a psychology student may be like as well as keeping me and the other attendees engaged.

In the psychology lecture, the focus was non-verbal communication and the myths surrounding it. Although I initially hadn't considered this to be an area in psychology I would want to pursue, I left the lecture feeling inquisitive and wanting to find out more about the subject. The lecturer was enthusiastic about the topic and delivered it in a way that allowed conversation and interaction with those attending, making it truly feel as though we were all learning and discovering the ideas as a collective, as well as making it all the more enjoyable. From this lecture I gained the confidence to ask questions and allow my curiosity to grow as I continued to learn, as well as developing my critical thinking to consider multiple reasons behind certain behaviours and thought patterns, which I found extremely interesting and thought provoking.

I attended the student life lecture with several of my peers and we all agreed, after the talk, that we had gained a much more in depth understanding behind what life at a university may look like on a day-to-day basis, as we previously felt as though we knew very little. The talk was extremely compelling and captivating as not only was it informative, but it also integrated a whole class quiz with questions about university logistics, as well as encouraging us to consider what we personally value most in a university and where we would be living. This lecture allowed us to reflect on what we wanted out of our experience at higher education and provided us with a detailed perception of what we can expect from universities, whilst also ensuring we understand where universities may differ from one another.

Overall, these talks have inspired me to take a deeper look into what I want to pursue at university as well as investigating what I should expect from universities and what they each have to offer. Ultimately, it is evident that, all Year 12 students found this day trip enlightening and extremely useful.

Daniel Chapman 12UBT

# Year 8 students visit Cambridge University, Gonville & Caius

On Monday, we caught a train to Cambridge, walking from the train station to the University campus in the heat of the morning. When we arrived, we were greeted with the sight of old, historical buildings. We walked through the gates and into the first college courtyard. It was large, and there were neat rows of flowers and trees all around, and we waited here until our guide - the Admissions Manager - came to collect us. Once our group were seated in the auditorium, she gave us our first lecture. It was very helpful, learning about how the University works and how we should go about choosing a university that works for us. Once our lecture was over, a second-year medical student came to the front of the room and began speaking about life at Cambridge, which we all found very interesting. After this, we were split into two groups and taken on a tour of the grounds. We saw the college libraries, gardens/courtyards and other rooms. After this, we had lunch in the cafeteria. It was very grand, and the tables were extremely long.



Finally, we made our way back to the auditorium, where our guide split us up into groups for a debate. We chose from a selection of topics and, when the debate was finished, our guide chose a winner. After a very interesting day, we made our way back to the station for the journey home.

Oscar Wickham 8EES

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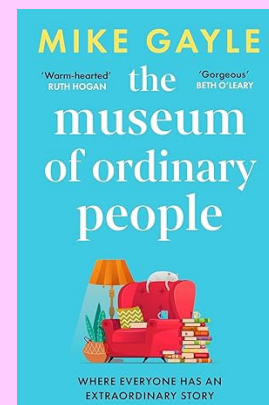
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## NOBEL SCHOOL PARENTS, STAFF and COMMUNITY BOOK GROUP

The next meeting will be held in the Library, 6:30pm, on Tuesday 16 July 2024

The book to read is:



Read all or part of the books, and discuss them in a friendly informal group

Contact: Rosalind Essakhi:

01438 222600 or email:

[library@nobel.herts.sch.uk](mailto:library@nobel.herts.sch.uk)

## Year 8 Calypso Cricket Tournament

This week, our year 8 boys' cricket team participated in the district Calypso Cricket Tournament at Stevenage Cricket Club. Our students were one of 8 teams within the tournament, among schools such as Knights Templar, Thomas Alleyne Academy and St Christopher's.

The students showed some excellent displays of both fielding and batting in their earlier games against the Priory School and Highfield. There were some excellent performances on the day from both Matthew Jackson and Harry Spencer during the batting innings with both students racking up a number of runs for Nobel. The team's early win against TAA was enough to see them through to the semi-final against a strong Knights Templar side. However, an excellent batting performance from Knights Templar was enough to see them through to the final, which, unfortunately, meant the Nobel Boys' tournament would finish there.



The team were excellent on the day and showed brilliant displays of both sporting performance and sportsmanship. Well done to Matthew Jackson, Harry Spencer, Alex Thomas, Patrice Ncube, Lenny Hadley, Leo Laws and Amandeep Singh.

Mr Louis Perry  
PE Teacher

## Year 12 Physicists visit Airbus

On Thursday 20 June, a group of Year 12 Physics students were fortunate enough to be invited to visit Airbus Defence and Space to tour the site and meet a real life astronaut, Katherine Bennell-Pegg.



During the course of the tour our students were able to visit the "Mars Yard" where, amongst other vehicles, elements of the Rosalind Franklin rover have been tested. We were also lucky enough to tour the manufacturing laboratories. Finally we were very fortunate to receive an inspirational talk from Katherine Bennell-Pegg, who has recently graduated 'Astronaut School' and is waiting for a posting for a space flight.

Our students asked really insightful questions and were a credit to the school.

Dr Martin Mienczakowski  
Head of Physics



# Year 10 Sports Studies, Outdoor Adventures Activity Trip

On Thursday 20 June, the Year 10 Sports Studies students travelled to Stanborough Park in Welwyn Garden City to complete outdoor adventurous activities for the R187 unit of their course.

Students studying the OCR Sports Studies course must plan for, and take part in, an outdoor adventurous activity for unit R187, which is worth 20% of the final overall sports studies grade.

The first activity took place in the morning where the students participated in kayaking on the North Lake with GLL. Once a thorough safety briefing had been conducted, students got into their single kayaks and took to the water where they learnt how to turn and control the kayak.

Having met at the pontoon at the end of the lake, the instructors allowed the students to race. Across the duration of the morning, the students showed a great awareness for safety and were able to problem solve whilst on the water.

In the afternoon, we travelled across to the South Lake where the students took part in the high ropes course and zip line through Vertigo Adventures. Firstly, students complete the highest course available before finishing with the zip line, meeting the rest of the group at the bottom.

Both of these activities required a high level of self-belief, confidence and determination.

It was fantastic to see the group pushing themselves out of their comfort zone to complete both activities. Moreover, what was most impressive was the support and encouragement the group gave each other, which was especially important for those who had a fear of heights.

Across the course of the day, students were being assessed on safe practice and the different skills they showed whilst completing the activities. Some of these skills included communication, teamwork, self-belief, problem solving and determination.

Since students have been back at school, they have been using their sports studies lessons to complete their risk assessments, full plans, emergency procedure plan and evaluation for the trip. This forms a large part of their coursework and overall grade for this unit.

Mr Regan Carolan  
Teacher of PE



## Mock Trials

On Saturday 22 June, our Year 9 team competed at East Croydon Crown Court for the final round of the Mock Trials competition.

The team travelled by train with Miss Gant, Mr Dutt, Miss LaPorte and Miss Sinclair. Two hundred teams competed across the country and the Nobel team made it to the final eleven. There were twelve teams initially competing, however, one team pulled out the day before and Nobel agreed to compete twice in order for the competition to go ahead.

Schools had travelled from all over the country to compete on the day, including from Lowestoft and Wales!

Our prosecution team went against Enfield County School for Girls and our defence went against Chislehurst School for Girls.

The team were a real credit to Nobel; finishing in 3rd place out of 200 schools.

The other schools who competed in the final were:

Abbey Park School  
Waddesdon CE School  
East Point Academy  
The Ashcombe School  
King Edward VI Grammar School  
St Thomas More Catholic School  
Heston Community School  
Ebbw Fawr Learning Community

The students have worked relentlessly since October, giving up hours of their time every single week. The timing of the competition means they were doing their final preparations at the same time as trying to revise for all of their KS3 examinations.

They are some of the kindest, most dedicated and talented students I have ever taught. Organisers and judges commented that our students were so brilliant that they could coach the real court barristers and legal advisors.

An outstanding achievement by a group of true Nobelians. Very well done to all the students listed below.

Lauren Taylor  
Amelie Moore  
Lucas Brace  
Amaya Olazabal  
Lara Reynolds  
Lena Stuchlik  
Jack Woodard-Gair  
Benjamin Dang  
Thomas Brooke  
Abi Iles  
Leah Wilderspin  
Emmanuel Dwamena  
Joshua Adkins  
Sophie Barker  
Sophie Evans  
Aminata Mikalo

Miss Laura Gant  
Teacher



# District Athletics Championships at Ridlins Stadium

On Thursday 27 June, The Nobel School Year 7, 8, 9 and 10 Athletics Teams travelled to Ridlins Stadium for the final athletics fixture of the season – The District Championships. The District Championships is the final opportunity for students from across Year 7 up to Year 10 to represent their schools for their respective events. This is the biggest athletics fixture of the academic year and takes place across the duration of a day.

Some highlight results were as follows:

- ◆ Maggie's first place in the Year 7 girls' shot, with a distance of 6.95m, becoming the DISTRICT CHAMPION.
- ◆ Christiana's third place in the Year 7 girls' 200m, after finishing first in her heat.
- ◆ Evie's second place in the Year 8 girls' triple jump.
- ◆ Abigail's first place in the Year 10 girls' hurdles, with a time of 13.7 seconds, becoming the DISTRICT CHAMPION.
- ◆ Amani's second place in the Year 10 girls' 300m.
- ◆ Bethany's second place in the Year 10 girls' 800m and third place in long jump.
- ◆ Year 10 girls' relay team finished in third place: Kacey, Amani, Kamilla, Abigail.
- ◆ Eve's second place in the Year 10 girls' javelin.
- ◆ Stanley's first place in the Year 7 boys' javelin, with a distance of 28.20m, becoming the DISTRICT CHAMPION and second in the long jump.
- ◆ Geron's second place in the Year 8 boys' 300m.
- ◆ Jack's first place in the Year 9 boys' 800m, with a time of 2 minutes 16 seconds, becoming DISTRICT CHAMPION.
- ◆ Aubrey's first place in the Year 10 boys' 1500m, with a time of 4 minutes 29 seconds becoming DISTRICT CHAMPION breaking the DISTRICT RECORD TIME.
- ◆ George's third place in the Year 10 boys' discus.

There were several highlight results and personal bests beaten across the day and it would be impossible to write them all in this article. Throughout the day, it was amazing to see the dedication from the students, the support of each other and genuine pride in our students to represent our school.

Nobel finished 3rd overall across all 4 age groups losing out on the top two places to schools outside of Stevenage. This is a wonderful achievement and testament to the hard work and dedication shown by the students in countless training sessions and PE lessons. A special mention must also go to the Year 10 combined team who finished in third place overall.

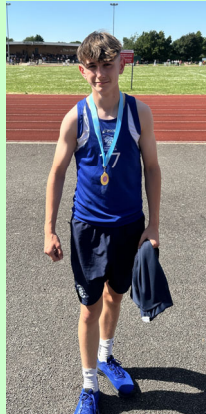
That concludes our athletics season for another academic year. A huge well done to all the students who have represented the school at fixtures across the summer term. A special mention to all the parents and guardians who have come down to Ridlins to support from the stand.

Mr Regan Carolan

Teacher of PE



# District Athletics Championships at Ridlins Stadium



## PE Taster Session for New to Nobel Year 6 Students

On Monday 24 June, the PE department were delighted to welcome 80 new to Nobel Year 6 students to take part in a taster session of sporting activities. Organised in partnership with Stevenage Sporting Futures Team, students joined us from Lodge Farm, Bedwell, Bennington, Woolenwick Juniors, Broom Barns and The Leys schools.

The aim of the afternoon was for the children to meet some of their new peers, visit their new school and see the PE facilities and meet the PE department who will be teaching them in the new year.

Across the afternoon, children took part in two of the following five sporting activities, led by Mrs Hill, Mr Howells, Mr Perry, Mr Ferguson and Mr Carolan: athletics-style obstacle relay, long jump, basketball, tennis and cricket. It was fantastic to see the students so engrossed within the activities, eager to please their new teachers.

Please see some of the feedback from students and staff in attendance below:

- ◆ Nobel did a good job organising everything, and the children seemed to have a lot of fun.
- ◆ I enjoyed doing tennis. It was really fun. The teachers were kind and welcoming.



- ◆ I enjoyed jumping into the sand pit. It was nice to have another visit to the school.
- ◆ I enjoyed doing cricket because I learnt new things. The teachers were really nice and helped you to improve. I liked that there were different activities to try. I wish it could have been longer.
- ◆ I liked meeting old friends from other schools who I wasn't expecting to see. It was really fun.

Mr Regan Carolan

Teacher of PE



# Nobel Pride

This year to celebrate Pride month, Nobel ran assemblies giving advice on supporting non-binary/trans friends and held a bake sale, which, thanks to the wonderful contributions from staff, students and their families raised an amazing £89 for Stonewall charity, which campaigns for LGBTQIA+ rights.

We also held a busy event on the 28 June, at lunch time, where we had fun crafting activities, a guess the flag challenge and the second day of the bake sale. Students enjoyed the relaxed atmosphere and got really involved in the activities. A year 9 student who attended said *'the event helped me feel more accepted'*. We also sold charity shoelaces at the event for Stonewall's campaign to raise awareness of homophobia in sport and create more inclusive environments. Due to the popularity of these, we will be selling them to students on sports day (see poster below).

Mr Steven Farey, Mr Kevin Power,  
Miss Michelle Perez-Lotcho



Many LGBTQ+ people still feel unsafe and unwelcome in sport and fitness. For example:

- Across Europe, 82% of LGBTQ+ people who take part in sport have experienced or witnessed homophobia, biphobia, and transphobia in the past 12 months (Out in Sport, 2019).
- More than 43% of LGBTQ+ people think public sporting events aren't a welcoming space for LGBTQ+ people. (YouGov for Stonewall, 2017).
- 33% of LGBTQ+ people who participate in or follow sport aren't out to anyone in their sporting life (Out in Sport, 2019). Their research indicates that fear of rejection and bullying are two key factors keeping athletes 'in the closet'.

So while there's been a significant uptick in visibility in recent years, LGBTQ+ people still face prejudice across the sporting world, and that means many simply stop participating. That's why it's so important for each of us to talk with the people around us about the real experiences of LGBTQ+ people in sport, and do our best to create inclusive environments.

**Show your support, buy rainbow laces! All proceeds go to charity:**

**Sports day – Outside 6<sup>th</sup> Form Study area.**

**£1.50 – cash or card accepted**

Our school uniform supplier, SWI, have asked us to encourage parents to order their uniform earlier rather than later to ensure delivery in the for the new term.

# The Nobel Network

Scott Apps, an ex-student from Nobel (2003), came into school to talk about his career progression from school to becoming a high level manager within a banking business. Scott's career to date includes:

- ◆ Hampshire Trust Bank – Head of Distribution – Development Finance
- ◆ United Trust Bank, June 2021 to Present. Business Development Manager, London and SE
- ◆ Castle Trust Bank, 2015 to June 2021. Business Development Director, London
- ◆ Shawbrook Bank, 2014 to 2015. BDE, East Anglia and London
- ◆ Wesleyan, 2008 to 2011. Student Liaison Manager
- ◆ Omega Financial Services Ltd, 2007 to 2008. BDM
- ◆ Mulmar UK, 2006 to 2007. Junior to Sales Director

## Educational History

The Nottingham Trent University, BA Hons International Relations, and Social Theory, 2003

The Nobel School, 3 A Levels, English, Sociology, Economics. 9 GCSEs, 1996



Scott really introduced the idea to the students that qualifications are only one important ingredient for getting on in the world of work, but interpersonal skills and communicating effectively with people are the most important requirements. As well as communication skills, Scott highlighted the importance of teamwork, and how the opportunity to develop one's experience in different fields is invaluable. Most of the people he employs in his business result from meeting them through sporting or social activities, because this enables him to get to know the real person.

Scott's industry basically provides businesspeople with loans to buy property which enables them to set up their businesses. They also lend money to investors who buy into corporate buildings in city regions.

The year 8 students listened intently to what he had to say and asked some really interesting questions. I would like to thank Scott for giving up his time to talk to the year 8 students who benefited hugely from the presentation.

Mr Stephen Howells  
Head of Enrichment



If you, or someone you know used to attend Nobel and would like to receive the newsletters and/or help with events, please use the link below to join the network.

**NOBEL NETWORK** *“CONNECTING TO FORMER STUDENTS AND STAFF”*  
*“CONNECTING TO FORMER STUDENTS AND STAFF”*

E: [nobelnetwork@nobel.herts.sch.uk](mailto:nobelnetwork@nobel.herts.sch.uk)



Register for Nobel Network membership at: <https://tinyurl.com/Join-the-database>

# Friends of Nobel School Supports World Challenge

The World Challenge Borneo Team would like to say thank you to Friends of Nobel (FONS) for giving them the opportunity to work as a team to serve curry at the FONS quiz. With only 20 days to go until the team venture to Borneo this was the perfect opportunity for them to improve their communication skills, leadership skills and team work.

I was really impressed with the way the students organised themselves. They are going to be fantastic with their expedition to Borneo and they are all getting very excited about the imminent trip.

Thank you again to FONS for paying for the team T-shirts and for the money for the mini bus so we can travel to and from the airport.

Mrs Amy Pearson and Mr Kevin Power

Trip Leaders



The FONS Quizine on Friday 28 June was a huge success, with 9 teams competing in total. Quizmaster, Mr Philcox entertained everyone with a fantastic schedule of questions, which stretched the mind, while resident chef, Darren, and his team provided a delicious selection of curries, served by our World Challenge students. There was also a raffle and all funds will go towards the new school minibus.

In addition, our recent 100 Club winners are listed below. If you are interested in joining the 100 Club monthly draw, please contact Jodie Laing - [jlaingseattle@gmail.com](mailto:jlaingseattle@gmail.com)

## April 100 Club winners

1st prize	Paula Gollop	34	£24
2nd prize	Tom Walsh	100	£16

## May 100 Club winners

1st prize	Barry Burningham	69	£24
2nd prize	Tracy Sandy	42	£16

## June 100 Club winners

1st prize	Jo Iles	27	£24
2nd prize	Stephen Sargent	1	£16



Hertfordshire's  
Holiday Activity Programme  
**HAPPY**

**HERTS  
SUMMER  
PARKS**

Department  
for Education

Coming soon to  
**STEVENAGE  
FOR AGES 12-16**

**FREE  
ACTIVITIES**  
Climbing Wall  
Inflatable obstacle course  
Bungee Run  
Football/Basketball Shootout Pump  
Track Activity  
And much more!

**WHERE**  
King George V  
Playing Fields  
Sish Lane  
Stevenage  
SG1 3LS

**WHEN**  
Fri 9 August  
Fri 16 August  
Fri 23 August  
3pm-6pm

Free food vouchers available if  
you attend activities

Herts  
Sport &  
Physical  
Activity  
Partnership

**Stevenage**  
BOROUGH COUNCIL

Hertfordshire  
Music Service

Start your  
musical journey  
today →

Making Music Improving Lives



**WATTON YOUTH  
FOOTBALL CLUB**

AN FA CHARTER  
STANDARD COMMUNITY CLUB

**FREE TASTER  
SESSION** WITH FA  
QUALIFIED  
COACHES

We are looking for current year 7's  
to join our teams for next season.  
Come along for a **FREE** taster session.

**Contact Rob: 07771 687611**

Training sessions on **Tuesday** and Matches on **Sunday**.  
Watton-at-Stone (between Hertford and Stevenage)



**GIRLS  
AT RUGBY  
DATCHWORTH RFC**

For girls in school years 7 to 13

We would like to offer your daughter the opportunity to  
come and join in with our non-contact summer activities.  
The dates below will be aimed at beginners:  
Wednesday **10th July, 17th July, 24th July and 31st July**.  
Contact us **today** using the QR code or  
by emailing... [girlsrugby@datchworthsportsclub.com](mailto:girlsrugby@datchworthsportsclub.com)

TRY RUGBY  
WITH US!  
Visit [tryrugby.com](http://tryrugby.com)






**Hertfordshire**

**NHS**  
Hertfordshire and West Essex  
Integrated Care Board

## Understanding my AUTISM/ADHD

A Range of Different Offers including an APP - You Choose

- Are you aged 7-16 and have either Autism, ADHD, or both? 🌟
- We are launching some amazing workshops that could help you learn more about yourself and how incredible you are. 💖

Are you ready to embark on an incredible journey of self-discovery? Join us now! 🚀

[thetoolbox.mindler.co.uk](http://thetoolbox.mindler.co.uk)



**ADD-vance** The ADHD and Autism Trust  
**CollecTive**  
**Autism**  
**NESSE**  
**SPACE** Autism (ADHD) Neurodiversity Centres  
**Cogs**

**Hertfordshire**

**NHS**  
Hertfordshire and West Essex  
Integrated Care Board

## Understanding my Autism/ADHD

Do you have a child aged between 7-16 diagnosed with Autism, ADHD, or both?

We're thrilled to launch a range of exciting offers designed to support children and teens just like yours!

These workshops, are available online and in-person. Led by experienced professionals, sessions will provide tailored strategies to help your young person understand their Autism, and or ADHD, in a fun and engaging way!

Referrals from professionals are welcome, or you can easily sign up your child yourself.

Are you ready to empower your child on their journey of self-discovery?

Find out more here:  
[thetoolbox.mindler.co.uk](http://thetoolbox.mindler.co.uk)



**ADD-vance** The ADHD and Autism Trust  
**CollecTive**  
**Autism**  
**NESSE**  
**SPACE** Autism (ADHD) Neurodiversity Centres  
**Cogs**

**Parent & Carer Support Autumn Term 2024**

**Supporting Links**  
Promoting Strong Family Relationships

**TALKING TEENS**  
6, weekly sessions for parents and carers of children aged 12-19, covering:

- The Teen Brain: physical and emotional changes taking place and why behaviour changes.
- The link between behaviour and communicating difficult feelings.
- How to maintain your relationship with good communication.
- Understand risk taking behaviour around drugs, alcohol and gang culture.
- How to negotiate and reduce conflict.

**TALKING ANGER in TEENS**  
6, weekly sessions for parents and carers of children aged 12-19, supporting you to:

- Understand why teens and adults get angry.
- Develop strategies to handle anger in yourself and others within your family.
- Recognise the early signs of anger.
- Reduce conflict and arguments.
- Encourage positive behaviour.

**TALKING DADS**  
6, weekly sessions for dads & male carers of all ages, sharing information on:

- Improved listening and communication skills.
- A healthy dad-child relationship now and for the future.
- Effective strategies for dealing with anger and conflict.
- How to enforce boundaries.
- Being the dad, you want to be.

**Tuesdays 7.45-9.15pm**  
17th Sept – 22nd Oct  
**Online Course: ID 682**

**Wednesdays 7.45-9.15pm**  
5th Nov – 10th Dec  
**Online Course: ID 683**

**Wednesdays 7.45-9.15pm**  
6th Nov - 11th Dec  
**Online Course: ID 684**

**Wednesdays 7.45-9.30pm**  
18th Sept – 23rd Oct  
**Online Course: ID 681**

**Wednesdays 7.45-9.15pm**  
18th Sept – 23rd Oct  
**Online Course: ID 685**

**Wednesdays 7.45-9.15pm**  
6th Nov - 11th Dec  
**Online Course: ID 686**

Page 1 of 2

**TALKING FAMILIES**  
6, weekly sessions for parents and carers of children aged 0-12 sharing tips on:

- Managing challenging behaviour with consistency.
- Encouraging positive behaviour.
- Building your child's self-esteem.
- Setting and maintaining boundaries.
- Responding to tantrums and difficult feelings in children.
- Developing a strong parent/child relationship now and for the future.

**TALKING ANXIETY in FAMILIES**  
6, weekly sessions for parents and carers of under 12's, supporting you to:

- Understand why young people and adults get anxious.
- Develop strategies to handle anxiety in yourself and others within your family.
- Recognise the early signs of anxiety.
- Reduce stress and tension.
- Encourage resilient behaviour.

**TALKING ADDITIONAL NEEDS**  
A 6-week group for parents and carers of children with any additional need from 2-25. Your child does not need a diagnosis to join.

- Understand your child's behaviour.
- Develop strategies that really work.
- Reduce conflict.
- Improve emotional regulation.
- Explore sensory needs.
- Increase your child's resilience.
- Manage different needs in your family.

**Booking essential. Please Quote the Course ID**  
To check eligibility and book a place, please contact Supporting Links on:  
**07512 709556** or [bookings@supportinglinks.co.uk](mailto:bookings@supportinglinks.co.uk)

These courses are provided free to parents by Hertfordshire County Council's Targeted Parenting Fund. Information taken on booking will be used to process your booking, check your eligibility, identify any access needs and will be stored in accordance with our GDPR policy which is available on request.

**Tuesdays 9.45-11.15am**  
17th Sept – 22nd Oct  
**Online Course ID 678**

**Tuesdays 7.00-9.00pm**  
5th Nov – 10th Dec  
Venue: To be confirmed  
**STEVENAGE Course ID 679**

**Thursdays 8.00-9.30pm**  
19th Sept – 24th Oct  
**Online Course ID 680**

**Tuesdays 9.45-11.30am**  
5th Nov – 10th Dec  
**Online Course ID 677**

**Mondays 8.00-9.30pm**  
16th Sept – 21st Oct  
**Course ID 675**

**Wednesdays 9.30-11.30am**  
6th Nov – 11th Dec  
Venue: To be confirmed  
**ST ALBANS Course ID 676**

Page 2 of 2

<b>Phone</b>	<b>01442 300185</b>	<b>Email</b>	<b>bookings@supportinglinks.co.uk</b>	<b>Mobile:</b>	<b>07512 709556</b>
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I am referring myself	<input type="checkbox"/> Yes	I am referring someone else	<input type="checkbox"/> Yes
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6 Week Course	<input type="checkbox"/> Talking Additional Needs	<input type="checkbox"/> Talking Teens	<input type="checkbox"/> Talking Anxiety	Course ID:	
	<input type="checkbox"/> Talking Families	<input type="checkbox"/> Talking Dads	<input type="checkbox"/> Talking Anger		

All personal information taken, for the purposes of making this booking, will be held securely in accordance with our GDPR Policy, a copy of which is available on request.

<b>Parent/Carer Name</b>				
Address				
Postcode				
Mobile Phone		Email		
<b>White</b> <input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> Traveller of Irish Heritage <input type="checkbox"/> Gypsy / Roma <input type="checkbox"/> Any Other White background	<b>Black</b> <input type="checkbox"/> Caribbean / British Caribbean <input type="checkbox"/> African / British African <input type="checkbox"/> Any other Black background	<b>Asian</b> <input type="checkbox"/> Indian / British Indian <input type="checkbox"/> Pakistani / British Pakistani <input type="checkbox"/> Bangladeshi / British Bangladeshi <input type="checkbox"/> Any other Asian background	<b>Mixed</b> <input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> White & Black African <input type="checkbox"/> White & Asian <input type="checkbox"/> Another other mixed background	<b>Other</b> <input type="checkbox"/> Chinese <input type="checkbox"/> Arab <input type="checkbox"/> Any other ethnic background <input type="checkbox"/> Not disclosed

<b>Parent/Carer Needs</b> Is there anything that we need to know about you that will help us to support you? Please provide details.	<input type="checkbox"/> Communication and learning e.g. language, writing or reading	
	<input type="checkbox"/> Mobility or physical issues e.g. vision/hearing impairment	
	<input type="checkbox"/> Emotional Wellbeing e.g. anxiety or mental health	

	Age	SEN or Disability	Children's Needs: Please include physical, emotional, mental health or behavioural concerns.
1		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> EHCP	
2		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> EHCP	
3		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> EHCP	
4		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> EHCP	
5		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> EHCP	
6		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> EHCP	

<b>Family Needs</b> It helps us to know some brief details about why you are asking us for help. All information is treated with the strictest of confidence.	<input type="checkbox"/> Risky behaviour	
	<input type="checkbox"/> Aggressive behaviour	
	<input type="checkbox"/> Addiction	
	<input type="checkbox"/> School attendance	
	<input type="checkbox"/> Parental conflict	
	<input type="checkbox"/> Boundaries	
	<input type="checkbox"/> Child with complex needs	
<input type="checkbox"/> Abusive behaviour		

Please provide any other information about your reason for referral here:  e.g. What do you hope to gain or understand?  What are you hoping to change?	
--	--

<b>Existing Support</b> Please provide brief details if any support from these places has been received in the past year.	<input type="checkbox"/> Children's Services: Child Protection/Safeguarding	
	<input type="checkbox"/> Children's Services: Child in Need	
	<input type="checkbox"/> Early Help/Intensive Families/FFA	
	<input type="checkbox"/> School Family Support Worker	
	<input type="checkbox"/> Family Centre Outreach	
	<input type="checkbox"/> CAMHS/Step 2 (for mental health)	
	<input type="checkbox"/> CAMHS/Paediatrician (for ASD/ADHD)	
<input type="checkbox"/> Health Visitor or School Nurse		
<input type="checkbox"/> Other (please state):		

**Please return your completed referral forms to: [bookings@supportinglinks.co.uk](mailto:bookings@supportinglinks.co.uk)**


For Professional Referrals ONLY			
Your name:		Position	
Email:			Please confirm the date upon which you explained this to your client
Phone:			
To refer a client to our parenting courses, please first check the course you wish them to attend by looking on our website for our current course offers: <a href="http://www.supportinglinks.co.uk/whatson.html">http://www.supportinglinks.co.uk/whatson.html</a>	I have <del>been</del> spoken to my client about this course and they are happy to attend	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	My client can attend all the sessions	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	If there is a history of drug/alcohol abuse, my client knows that they will not be allowed to attend the course if they arrive under the influence of any substance.	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	
	To help us be safe and appropriate please inform us if this family has a history of domestic abuse, drug and/or alcohol misuse or mental health issues.		

**PLEASE SUBMIT SECURELY USING HERTS FX (PREFERABLY) OR PASSWORD PROTECTED EMAIL**

Whilst we are happy to take your referral, the booking will only be finalised once we have spoken to the client. We will attempt to contact your client three times after which we will revert to you and ask that your client contacts us should they wish to attend a course. We only confirm bookings with the client themselves. You may wish to print this form to pass to your client, so they have the relevant information to confirm the booking.


### Parent & Carer Support

#### TALKING ASD & ADHD Workshops Autumn 2024



Workshops are FREE to parents and carers living in [Hertfordshire](#) of children aged 2-25yrs with suspected or diagnosed Autistic Spectrum Disorder and/or Attention Deficit Hyperactivity Disorder.

[←Eventbrite Page](#)



Promoting Strong Family Relationships

THE TEENAGE YEARS

- Teenage brain development and how it affects a child with ASD/ADHD
- Reducing conflict by learning how to respond effectively to difficult situations.
- Strengthening your parent/child relationship.
- How to agree appropriate boundaries and teach risk assessment.
- Adapting our parenting approach to help our teens become independent adults.

Monday 25<sup>th</sup> November 7.30-9.15pm  
Workshop SL690 book via Eventbrite:  
<https://www.eventbrite.co.uk/e/talking-asd-adhd-the-teenage-years-690-for-parentscarer-in-herts-registration-915749771217?aff=odc1oeventsincollection>

RESPONDING to ANGER

- The difference between healthy & unhealthy anger.
- The pattern that anger takes and how to spot the non-verbal signs early.
- Our own and our children's triggers.
- Techniques that stop angry and aggressive behaviour escalating and when to use them.
- How to respond to our child in meltdown, keeping ourselves, our child and siblings safe.

Monday 4<sup>th</sup> November 7.30-9.15pm  
Workshop SL688 book via Eventbrite:  
<https://www.eventbrite.co.uk/e/talking-asd-adhd-responding-to-anger688-for-parentscarer-in-herts-registration-91572028417?aff=odc1oeventsincollection>

TECH USE





- What you can do to keep your child safe online.
- Helping your child to switch their device off.
- What you can do to support any difficulties with behaviour when your child is playing.
- The effect of using their devices as a reward or consequence.
- Managing difficult conversations with confidence.
- Teaching your child to develop their own methods of regulating device use and staying safe.

Thursday 21<sup>st</sup> November 9.30-11.15am  
Workshop SL689 book via Eventbrite:  
<https://www.eventbrite.co.uk/e/talking-asd-adhd-tech-use689-for-parentscarer-in-herts-registration-915726882757?aff=odc1oeventsincollection>

SCHOOL AVOIDANCE

- What is Emotionally Based School Avoidance and is this what your child is experiencing?
- Common causes and triggers of school avoidance.
- How EBSA is affecting you and your family.
- Practical steps you can take to support your child and look after yourself.
- How to work with your school in your child's best interests.

Wednesday 23<sup>rd</sup> October 9.30-11.15am  
Workshop SL687 book via Eventbrite:  
<https://www.eventbrite.co.uk/e/talking-asd-adhd-school-avoidance687-for-parentscarer-in-herts-registration-915127068697?aff=odc1oeventsincollection>

Follow on:    

Contact via: [info@supportinglinks.co.uk](mailto:info@supportinglinks.co.uk) [www.supportinglinks.co.uk](http://www.supportinglinks.co.uk)

Funded by Hertfordshire County Council's Targeted Parenting Fund 