

Nobel News

30 January 2026
Edition 14.5



Nobel

From the Headteacher

Dear Parents, Carers and Member of the Nobel Community,

We were delighted to welcome students back in January and are pleased to report a strong start to the new term. Students settled quickly back into learning during the first week, setting a positive tone for the months ahead. Level 3 examinations for vocational subjects also took place, and over the last two weeks our Year 13 students have been sitting their mock examinations. Their conduct throughout this period has been excellent and they should be commended for their maturity and focus.

My first assembly of the academic year focused on reframing the familiar phrase “out with the old, in with the new.” Rather than leaving things behind, I encouraged students to reconnect with the message shared in September around the pursuit of excellence. The New Year offers an opportunity to refocus and to recognise that the best version of ourselves already exists; success comes from unlocking our potential through the right choices and consistent effort. A powerful video was shared highlighting the transformational role schools play, not only academically but also in supporting students’ social and emotional development.

We were also fortunate to welcome a range of speakers to work with our Year 11 PRE students. Thank you to Mrs Whitby for organising representatives who shared views from religious and humanist perspectives. The session prompted thoughtful discussion and debate, allowing students to explore key themes through different philosophies.

We hope parents found the Year 11 consultation evening informative and supportive.

This is a crucial point in the GCSE journey, and we trust that the guidance shared will help parents support their children effectively with revision and preparation.

Intervention programmes are now well underway, including morning sessions for maths during tutor time. Targeted after-school sessions are also taking place to further support progress. In addition, we have started our 1-2-1 sixth form interviews for the current year 11 students, it is wonderful to hear that so many students have high aspirations for themselves and are carefully considered their A Level and vocational options for their future steps and careers.

It has been wonderful to start the term with our Nobel Celebrates Success mornings. So far, we have celebrated with Years 10 and 11, with Year 7 next week and Years 8 and 9 in the coming weeks. I would also like to thank Mrs Parsley for organising a theatre trip to see *Wicked* for our Key Stage 4 Drama students. Their behaviour was exemplary, and staff were full of praise for how well they represented Nobel.

Finally, it was a pleasure to see our Sixth Form students acting as reading partners with Year 7 students last week. The support, encouragement, and positive relationships on display were truly heartwarming and demonstrate the strong sense of community within our school. It really shows the power of having a school sixth form.

As we look ahead to after half term, our focus will increasingly turn to Year 11 mock examinations. A wide range of interventions will continue, and we encourage all students to maintain their hard work and commitment as final exams draw ever closer.

**Best wishes,
Rav Phagura
Headteacher**

Health & Social Care Students visit local Care home



Before the Christmas break, our year 10 Health and Social Care students had the opportunity to visit Martin's House Care Home to learn about the care provided to older adults. We would like to thank the residents and staff who were very welcoming and the students had a very educational time.. They describe their experience below:

The care home taught me that you may have to adapt to people (eg. If they're blind, deaf and had dementia) it taught me what a care home is like as have never been to one beforehand. It also can be quite hard to communicate with the elderly if they have dementia or they're deaf. Chanelle

I learned that older adults may need additional support and patience when having a conversation and participating in intellectual activities such as word searches etc.

In my opinion, it was challenging to communicate with an individual with dementia as they become forgetful and repeated the same questions. However, when we asked about her peers at the home, she enjoyed talking about them. Saffron

During my trip, I found out that the elderly LOVE to talk about their family and their past experiences. For example, I asked her to find someone in an activity photo wearing a hat and she started talking about how her son hates hats. I found that I had to repeat myself quite a lot and speak louder and slower for them to understand me. Overall, I had a great time. Steysi



During my trip, I have found out that the elderly will love to talk as they may not get too many visitors. The woman I was talking to loved to talk about her past looking after people while being a nurse and loved to talk about her love for dogs. I very much enjoyed talking to this woman as she seemed to love to talk about herself and ask questions about me. I am extremely grateful to have had the opportunity to go and speak to these lovely people. Alice

Dr E Newtis
Health & Social Care Teacher

MFL Celebrates Success

On Thursday 18th December, the MFL department were delighted to invite some of our incredible language learners this half term, and their families, in for a celebration breakfast with certificates which were presented by Mr Kay. We would like to congratulate each of the students nominated for their outstanding work and attitude to learning last half term. We look forward to celebrating the future successes of all our students.

Students Awarded:

Spanish

- Emily Mae Williams
- Emily Adkins
- Eka Nolan
- Olivia Ross
- Phoebe Field
- Louis Bascandura
- Evie Pearce
- Sammy Busby
- Eliza Zeelie
- Millie Blow
- Daniel Oluwalare
- Eden Brown
- Yi-Xin Liu
- Alfie Vlietinck
- Charlotte Spooner
- Oliver Crisp
- Olivia Chalkley
- Bethany Wilson



French

- Chloe Waler
- Megan Turner
- Ara Nankaly
- Charlie Baker
- Lucy Young
- Vince Onwuegbuzie
- Blaize Garrett
- Syed Ali
- Charlotte Bourne
- Brooke Everitt
- Alice Leader
- Emily Davies
- Lauren Taylor



Continued on next page

German

- Antonia Visinar
- Ethan Talbot
- Ethan Underwood
- Tammy Oluwalare
- Clairemarie Levy
- Lucy Baker
- Alice Mihalace
- Samuel Bhebhe
- Albie Pomroy
- Isobella Crooks
- Charlie Readings
- Emmanuella Akin-Abolaji
- Levi Sarangeta
- Albert Cioaca
- Melissa Aruxandei



Mr M Goggins
Teacher of Languages

Current House ABC Points Totals

29 January 2026	House	ABC Points
1st	Eliot	29263
2nd	Curie	29080
3rd	Teresa	25905
4th	Mandela	25882

Nobel Christmas Service

Friday 19th December was our Nobel Christmas Service.

We went to St Hugh and St John's church to watch the performances from the Nobel Notes Choir, Liam Voss on the cornet and our Y7 Nativity actors. This tradition has been longstanding at Nobel and gives all Year 7s, Y8s and Y9s a chance to visit a church during a key festival.

Special thanks go to our special guests, Mrs Adeniregun's daughter and Ms Brown's son who both starred as the baby Jesus in the Nativity.



Miss K Whitby
Head of PRE

Worldview Panel at Nobel School

On Friday 9th January, the Y11s had a worldview panel consisting of:

- Humanist UK speaker **Rob Perry**
- **Faiza Spittle** from Understanding Islam
- **Rev. Chandrika Perera** from St Hugh and St John's Church.

The Y11s listened to the beliefs brilliantly and submitted questions about the treatment of criminals.

Our speakers debated the purpose of prisons, community service, corporal punishment and the death penalty. It was wonderful to hear different perspectives from three very different worldviews.



Miss K Whitby
Head of PRE



STEM Programme

Ten students in year 9 and 10, were invited to a STEM Programme delivered by Services for Young People. This programme is designed to raise awareness of STEM (Science, Technology, Engineering and Maths) careers and develop students' understanding of the opportunities available to them.

Activities include workshops in School, visits from STEM employers, including JCA engineering and will be soon visiting a local STEM centre. Students have had hand on experience and a better understanding of the career paths including apprenticeships that are available. All students seemed to enjoy the experience and understanding of STEM businesses in the area.



Miss J Savo
Teacher of Health and Social Care



FONS News

We are looking forward to the next year 7/8 disco taking place on 13th March. FONs will again be there selling sweets and drinks. Look out for an email with more information coming shortly. Our last disco in October was very successful which meant we made a profit of £400. This money will go towards supporting the pupils at Nobel in the future .

We are excited to announce the date for our Quizine night which takes place on 15 May in the school hall. We will again have a new theme to our food as well as a quiz, heads and tails and a raffle.

We would be very grateful if you are having a clear out post Christmas and have any new/unused and in date items for our raffle on the night. These can be dropped off at reception for the attention of FONs. All money raised will go back to the school for items such as for the science department which is featured opposite and below.

Keep an eye on your emails and the newsletter for more information in the near future.

Science Department Thanks FONS.

Fractional distillation is a method employed in chemistry to separate components of a mixture of liquids. A prevalent real-world application of this technique is in separating crude oil into numerous useful substances. With the donation from FONS we were able to purchase a heating mantle, synthetic crude oil and a fractionating column that is compatible with our existing equipment. Students at Nobel will now be able to safely heat crude oil sufficiently to separate it into various components in order to study their individual properties. Thank you FONS.



FONS News

For information on FONs please email Kym - kymarthur@btinternet.com

For information on our 100 club contact Jodie - jlaingseattle@gmail.com

Upcoming dates

Friday 13 March - Year 7/8 disco 7pm till 9pm
Monday 27 April - FONs meeting 7pm (library)
Friday 15 May - Quizine 7pm till 10pm
Tuesday 16 June - FONs meeting 7pm (library)
Monday 6 July - FONs meeting 7pm (library)

Kind Regards
FONS Committee

100 club winners

October 100 Club drawing winners

1st prize	K. Arthur	32	£19
2nd prize	P. Heyes	22	£13

November 100 Club drawing winners

1st prize	L. Ford	64	£19
2nd prize	B. Cox	21	£13

December 100 Club drawing winners

1st prize	D. Thomson	18	£19
2nd prize	S. Ijeh	51	£13

January 100 Club drawing winners

1st prize	E. Coates	1	£19
2nd prize	K. Arthur	32	£13

Yr 7 Football Team

The year 7 football team were victorious in their quarter final before Christmas away against Fearnhill School.

It was a dominant first-half performance as we went into the break with a 3–0 lead after playing some excellent football. The team fully deserved the advantage and showed great control and confidence throughout the opening half, including a goal of the season contender by our player of the match, Ollie Killick.

After the restart the opposition increased the pressure and scored with ten minutes remaining. Despite this the team showed real determination and worked hard to prevent any further goals. Our resilience was clear and we continued to pose a threat on the counterattack.

The match finished 3–1 and I am extremely proud of both the performance and the mentality shown by the entire squad. Hopefully we can carry this strong form into the next round of matches.

Mr V Lwanga
Teacher of PE



Nobel Network - Guest Speaker Susannah Lovick-Earle

On January 12 Susannah kindly agreed to talk about her career in Marine Biology to the year 8 students online in form time.

Susannah achieved her GCSE 's including: Maths English and Science and then went on to study 'A' Levels in Geography, Art, Health and Social Care and Biology. Susannah then went onto to Salford University to study BSc Wildlife Conservation with Zoo Biology and achieved a 2:1 degree.

After university she went on to work in Tynemouth Aquarium where she worked with the wildlife including seals and here, they rescued seals and nursed them back to strength before releasing back into the wild.

Susannah then moved to the London Aquarium where she worked with a variety of animals and broadened her experiences before she moved to her present work destination Horniman Aquarium and Project Coral where she is undertaking a large amount of work on understanding the ecosystem of Corals.

Here we would like to thank Susannah for leading a very engaging presentation to our students about what it takes to become a marine Biologist.



Mr S Howells
Head of Character and Enrichment

Dates for your Diary

- **Yr 11 & 13— School Photographs—Monday 2 February**
- **Yr 7 Celebration Breakfast — Thursday 5 February**
- **Yr 10 Consultation Evening—Wednesday 11 February (3:30-6:15pm)**
- **HALF TERM - 16– 20 February**
- **School starts for all— Monday 23 February**
- **FONS Meeting—Tuesday 24 February (7pm)**
- **Yr 7 Consultation Evening—Wednesday 25 February (3:30-6:30pm)**
- **Spanish Trip to Madrid—Wednesday 25—Friday 27 February**



Nobel Network - Guest Speaker Daniella Laverty

Nobel Network Speaker Daniella Laverty spoke to year 10 students online on Tuesday 27 January.

Daniella is a senior process Technologist in food manufacturing, and she agreed to talk to our year 10 students online .

Daniella went through her journey at school explaining that GCSE's were important not only as qualifications but also to teach students soft skills such as problem solving, teamwork and communicating. She emphasised that you should pick GCSE's that you enjoy and pick a broad and balanced range of different subjects. Daniella studied A'levels at Nobel – PE, Public services, home economics and chemistry. Daniella stated that she really enjoyed Food Technology which stimulated her to move towards the career she is in now.

Daniella went to look at several universities including Sheffield Hallam and Liverpool university. She really liked the course in Liverpool where she went to study and works to date.



In her final year of university Daniella was offered a job two days a week which really helped her complete her university course dissertation. When she finished her degree she then went on to work with this company Amfresh, which is a world leader in fresh food solutions.

Daniella completed a master's degree in new product development whilst working at this company and has worked there for ten years. She described the different areas you could work for in these companies – new product development, in the technical team making sure food is compliant with health and safety or as a food auditor.

Currently Daniella is on maternity leave and will be starting a new role in the company as a business improvement officer when she returns to work.

We would like to thank Daniella for talking to our year 10 students online, she was really informative and gave lots of useful advice and tips to get into the career of your choice.

Mr Howells
Head of Character and Enrichment

The Nobel School Careers Fair 2026

The Nobel School Careers fair will be on Monday 9th March 2026.

We are looking at building on the success we had at this year's careers fair so If you would be interested in representing your company at next year's event then please email :

Lynsey.chalkley@nobel.herts.sch.uk or jemma.sav@nobel.herts.sch.uk

Your help in making our Careers Fair bigger and better would be very much appreciated.

Focus on Careers Education

NOBEL SCHOOL CAREERS FAIR

Monday 9th March 2026



Plan your future - students from Years 9 - 13 are invited to browse stalls and talk to exhibitors from a wide range of industries and education providers to learn more about potential careers and the opportunities that are available.

This year's careers fair promises to be bigger and better than ever!

With almost 40 exhibitors expected to attend, across a wide range of employment sectors, we are giving more students the opportunity to benefit from the opportunity of a face-to-face conversation with a specialist in their area of interest.

The event will run from 9.00 am until 1.20 pm and each year group (from 9 - 13) will be given a time slot to attend.

We would ask parents to support us in encouraging their son/daughter to make the most of this annual opportunity and to seek out the exhibitors that may be of interest to them. Exhibitors usually bring lots of literature with them, but students should not be afraid to ask questions and, if appropriate, to make notes.

For those students in Y10, who have not yet secured their work experience placement for the summer, this is the perfect place to look for inspiration as you may find something you had not thought of before.

**Mrs L Chalkley
Careers Admin Assistant**

Developing Character

Dear Students and Parent/Carers

For the two weeks between 02/02/26 and 13/02/26 the character focus is on the Nobelian virtue of being **CONSIDERATE**.

The Character Conundrum for the fortnight 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.

Character Conundrum 10 – CONSIDERATE

On the way home Danny and his brother were hungry and decided to have burger from the local fast-food restaurant. After eating their burgers, Danny realised that they had made a lot of mess; there were bits of food and packaging all over the place, and even on the floor. He looked over and saw some other people leave the restaurant, leaving their waste behind, and he couldn't be bothered to clear up after himself. The door was right next to where they were sat. What should he do?

Support

Again, an easy answer for students to identify that they should take their rubbish to the bin, but how many of them would actually do this? There are many times where we see other people do things we know to be wrong but then copy these actions and think '*they got away with it, so will I*'. Someone must clear the mess and, although there are staff in the restaurant paid to tidy up, is it really their job and do we have the right to add to their workload. How would the student feel if roles were reversed?

Questions

- Can you identify the moral dilemma in this situation?
- What would you really do if you were in the same situation?
- How would you feel if you were the person tidying up all the time when people didn't clear up their mess?

- Do you make a mess at home and, if so, who clears up after you? Is that really the role of a parent/carer?
- Would you ever consider saying something if you saw them leave loads of mess?

How to support your child using GCSEPod 



What is GCSEPod?
GCSEPod is an award-winning expert in Subject Knowledge. We provide 3-5 minute bursts of audio-visual, teacher written learning which can help to reinforce and consolidate key GCSE topics covered in lessons. Experts read and explain everything clearly including all the right facts, quotes, keywords, dates and diagrams on screen.

Tips & Tricks

- **Watch online or offline!** Ask your child to download some Pods to their mobile device, this way they are free expand their knowledge wherever they go.
- **Create Playlist!** Use the My Playlist area to create bespoke playlists on topics that they may find challenging. Having a personalised playlist means your child has fast access to Pods that will help to fill in knowledge gaps.
- **Use Favourites!** Challenge your child to a favourite 10 Pods on topics they find difficult/challenging. Watch the Pods together and use one of our other suggested learning techniques to help simplify what it is they're struggling with.
- **Memory Cards!** Watch the Pods and then together write key facts, dates, diagrams and quotes. Then test their knowledge to see how much they remember.
Top Tip! Turn it into a competition and reward your child for correctly answered questions. If you're stuck on what questions to ask your child then head over to our 'Quiz your Child' document.
- **Support Homework!** GCSEPod isn't just for revision, it's to help expand your child's subject knowledge. If your child is struggling with a piece of homework, you can search for the topic on GCSEPod and use the Pods as an additional resource.

Does your child know they have access to GCSEPod?
If your son or daughter have already activated their account, they simply need to log in with the username and password they've created.
If they've not yet activated their GCSEPod account, simply follow these simple instructions:

1. Go to www.gcsepod.com
2. Click **Login**
3. Click **New Here? Getting Started**
4. Ensure they've selected they are a **Pupil**
5. Enter their personal details as requested
6. Create a Username and Password



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Developing Character

For the two weeks between 6/02/26 and 27/02/26 the character focus is our Nobelian virtue of being **CURIOS**.

The Character Conundrum for the fortnight 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.

Character Conundrum 11 – CURIOUS

Kate had been studying World War 1 in history and actually found it really interesting. All her friends said it was boring, but Kate couldn't get enough and, when the teacher said it was the last lesson on the topics, she was even a little disappointed.

Kate really wanted to know more and to speak to the teacher about where so could research it, but was worried to do this in front of her friends because she thought she would look like a 'nerd'. What should she do?

- Do you believe that being curious about a particular topic makes you a 'nerd' and is there anything wrong with being a 'nerd'?
- Should real friends make you feel like you need to hide aspects of your personality?

Warm regards

Mr N Brown

Assistant Headteacher

Support

Although the suggestion of speaking to the teacher in private is likely to be one of the first suggestions from students, they are missing the big picture. What is wrong with enjoying something, and finding it interesting, even if it does not interest others. Young people often want to fit in and worry that by being seen as different, they then put themselves forward for ridicule. Kate should not need to speak to the teacher in private as she should not need to hide her interest – even if it is different to those of her peers.

Questions

- Can you identify the moral dilemma in this situation?
- Do you have any interests that your friends do not share, and do you hide them from these friends?
- Why does it seem to matter that friendship groups like the same things?

How to support your child using GCSEPod



What is GCSEPod?

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2. Click **Login**
3. Click **New Here? Getting Started**
4. Ensure they've selected they are a **Pupil**
5. Enter their personal details as requested
6. Create a Username and Password



Library News



2026 sees the start of the new year and the National Year of Reading.



The Nobel library challenge has been launched and very well received by students. Simply read a rainbow colour related book then write a review. House points are available and on completion of 4 or more reviews, names will be entered into a prize draw. The challenge will run until July so plenty of time to get involved.

Challenge bookmarks are available to collect from the library. If you need any inspiration for books to read, there will be a monthly colour related display in the library. Alternatively, take a look at the Book Review table for comments on an array of books by other students.



Ms A Hawke
Librarian



New Year
Looking for something new to read?
How about a *Verse Novel*?

Verse Novels are an exciting and diverse form of literature.

They are full –length stories written in a free verse poetry style.

Their short lines format makes them more approachable if you are not such a keen reader.

Perfect if you don't particularly like dense paragraphs.



Each week we have a
Genre focus
This week is Family Stories

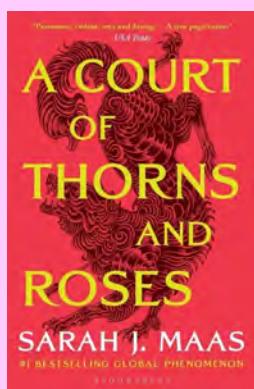


Pop into the Library for
recommendations and to look at
our display

NOBEL SCHOOL PARENTS, STAFF and COMMUNITY BOOK GROUP

The next meeting will be held in the Library,
6:30pm, on Tuesday 3rd March 2026.

The book to read is:



Read all or part of the book and discuss it in a
friendly informal group

Contact: Amanda Hawke:
01438 222600

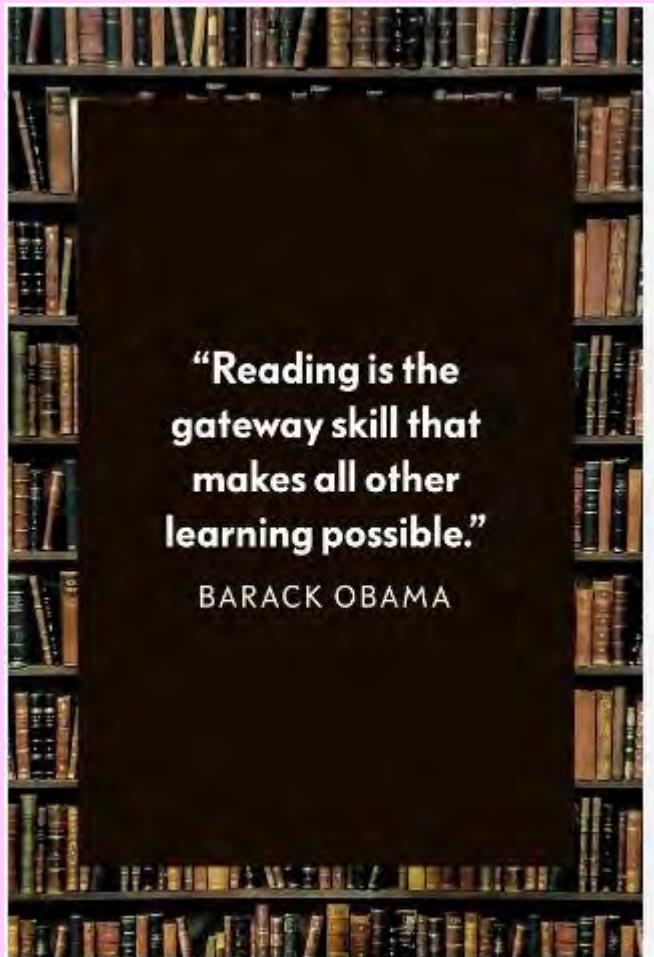
Library Opening Times

Monday 8:15am to 4:15pm
Tuesday 8:15am to 4:15pm
Wednesday 8:15 to 4:15pm
Thursday 8:15am to 4:15pm
Friday 8:15am to 3:45pm

Also remember, you have



whenever you need them



Keeping your child safe on TikTok

What is TikTok?

A video-sharing app that's very popular with children and teenagers. Users can gain followers and watch other people's short-form video content or slideshows. Anyone can make and upload their own videos, which often include:

- Dance routines
- Lip-syncing to music
- Comedy sketches

There are also videos of news and world events – such as live footage of sports events, protests, natural disasters and world crises.

The age recommendation is 13 and above, but it's easy for younger children to sign up too.

What are the main things to watch out for?

Some of TikTok's popularity comes from videos of 'viral' challenges (i.e. when 1 person attempts a particular skill and then others make their own videos copying it).

Most of these challenges are harmless (for example, copying dance moves or bottle flipping) but some can be dangerous. For example:

- Eating or drinking inedible substances, eating and drinking a far greater quantity of something than is recommended, or purposeful overdosing on common medicines (e.g. 'the TidePod challenge', 'the nutmeg challenge' and 'the Benadryl challenge')
- Holding your breath or being choked until you pass out (the 'blackout challenge')
- Challenges with sexualised content (e.g. the 'silhouette challenge' or 'foopah', which feature indirect nudity using mirrors, shadows or reflections to avoid content filters)

Other things to watch out for on TikTok include:

- Search results on TikTok are based on a number of factors, including trending content and content a child has seen or interacted with in the past. If a child has accidentally clicked on unsuitable content, the search algorithms may drive more unsuitable content to their 'For You' page (their personal feed)
- Sexual, violent, racist and/or homophobic and misogynistic content and other forms of hate speech can appear on your child's 'For You' page. Watching the video and commenting, even if they comment negatively, can drive more related content to their feed
- Content about eating disorders (known as 'pro-anorexia') and bullying
- Advertising of products available through the TikTok Shop (TikTok's marketplace)
- Young people can accidentally give away details about their location, including the school that they attend, which can lead to their safety being endangered.

Under-16s can't send or receive private messages. But once users have made contact, for example through comments on videos, they could still switch to another app like Snapchat to chat privately and swap images and videos.

7 steps to keep your child safe

1. Use Family Pairing (also known as family safety mode)

This feature lets parents/carers control some settings on a child's account from their own phone, including screen time limits, muting notifications, filtering keywords and enabling Restricted Mode. You can also view your child's account activity, restrict search functions and limit who can discover your child's account.

You'll need to download TikTok and link your account to your child's. Once you've created a profile, follow the instructions from [TikTok Help Centre](#) to set up Family Pairing, linking your device and your child's.

<https://support.tiktok.com/en/safety-hc/account-and-user-safety/family-pairing>

2. Keep their account set to private and limit profile information

Accounts for users aged 13 to 15 are set to private by default. This means that only approved 'followers' can see your child's videos.

If their account is public, their content becomes viewable on or off TikTok, may appear in search engines, and even news sites.

Even with a private account though, anyone can see your child's profile information. Tell them not to share personal information publicly, like their full name or where they go to school. Encourage your child to only accept 'follower' requests from people they know and trust.

To check your child's account is private, on their phone, simply [follow these instructions](#) provided by the TikTok Help Centre.

<https://support.tiktok.com/en/account-and-privacy/account-privacy-settings/making-your-account-public-or-private>

If you have family pairing set up, you can check this using family pairing.

3. Enable Restricted Mode so your child doesn't see inappropriate content

You can do this through the Family Pairing settings. Restricted Mode limits content containing mature and complex themes. Restricted Mode also disables going LIVE ([live-streaming](#)) from the account and gifting.

If you're not using Family Pairing, you can enable Restricted Mode by [following the instructions here](#) from [TikTok Help Centre](#)

<https://support.tiktok.com/en/safety-hc/account-and-user-safety/restricted-mode>

4. Consider setting a time limit on use

TikTok can be hard to put down – help your child rein in their use with a time limit.

You can do this through the Family Pairing settings, or on your child's phone by setting a daily screen time limit. You can do this by [following the instructions here](#). So long as your child is using the same account, this will apply across multiple devices.

<https://support.tiktok.com/en/account-and-privacy/account-information/screen-time>

5. Restrict in-app purchases to block spending

TikTok has its own marketplace, TikTok Shop, which allows sellers to advertise and sell products to other users. Your child might also be tempted to support their ~~favourite~~ TikTok personalities by gifting TikTok Coins, an in-app currency paid for with real money.

The steps to prevent this will differ depending on your child's device.

On iPhone/iPad, you can use Screen Time settings to disable in-app purchases by [following the instructions here](#). <https://support.apple.com/en-gb/102470>

You can also restrict spending on your child's device with [Family Sharing](#).

<https://support.apple.com/en-gb/108380>

On Android devices, you can enable purchase verification for any spending through Google Play. You can find further [instructions on this process](#) on the Google Play help page.

<https://support.google.com/googleplayanswer/1028831>

For children under 13, you can use the parental controls available through the Family Link app. You can find guidance on [how to set up Family Link](#) here.

<https://support.google.com/families/answer/7101025>

Keep an eye on your bank statements to check your child isn't getting round the controls.

6. Check settings on interactions like duets, stitching, direct messages and comments

Duets are where users reply to 1 person's video with another and then share it. The videos appear together, side by side. Users can also respond by 'stitching', where the original video is reposted and the response plays afterwards. This feature isn't available for users under 16 and set to friends only by default for users aged 16 and over.

Your child can also change settings for comments on their videos via the Privacy section, and for users aged 16 and over, change settings for who can send them direct messages, duet and stitch with them, and download their videos.

If you have Family Pairing set up, you can do this through the Family Pairing settings.

7. Make sure your child knows how to report content and users

Filters aren't perfect, so make sure your child knows how to report harmful or upsetting content or users. Make sure you both know the rules too – TikTok bans nudity, sexually suggestive or explicit content, bullying, graphic content, misinformation, gambling, pro-anorexia content, dangerous activities and challenges, and hate speech.

You can keep your child safe by showing them how to report or block unwanted or harmful content:

To report an account, [follow the instructions here](#) from the TikTok Help Centre.
<https://support.tiktok.com/en/safety-hc/report-a-problem/report-a-user>

To report a video, comment, series, LIVE or other problem: [follow the instructions](#) from TikTok Help Centre:
<https://support.tiktok.com/en/safety-hc/report-a-problem/>

To delete a follower, [follow the instructions here](#) from the TikTok Help Centre
<https://support.tiktok.com/en/using-tiktok/followers-and-following/removing-followers>

To block users altogether, [follow the instructions here](#) from the TikTok Help Centre
<https://support.tiktok.com/en/using-tiktok/followers-and-following/blocking-the-users>

To delete, mute, or filter messages, or block users from sending direct messages:
[follow the instructions provided](#) by the TikTok Help Centre
<https://support.tiktok.com/en/account-and-privacy/account-privacy-settings/direct-message>



MHST Newsletter

Spring Term 2026

NHS
Hertfordshire Partnership University NHS Foundation Trust



Whole School Approach

Our Whole School Approach Coordinators play a key role in helping schools embed mental health and wellbeing into every part of school life. Their work ensures that support isn't just reactive, but proactive, consistent, and woven into the daily experience of pupils, staff, and families.

We're excited to share updates on how we're strengthening early mental health support across your school communities. Our focus this term is on prevention, connection, and helping every child feel able to say:

"This is my place."

Check out available support below!

Place2Be's

CHILDREN'S
MENTAL HEALTH
WEEK

9-15
FEB
2026

Children's Mental Health Week 2026
Theme: "This Is My Place"

Upcoming Event

This year's theme encourages children and young people to explore the spaces — physical, emotional, and social — where they feel safe, valued, and connected. A strong sense of belonging is a protective factor for mental health, and schools play a powerful role in nurturing it.

Book Recommendation

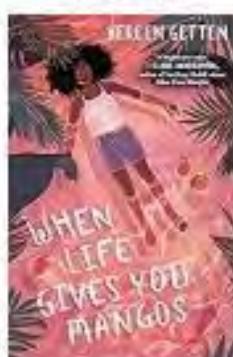
Early Years & KS1



KS2



KS3 & KS4



Talk to your MHST School Practitioner about sessions, explore our WSA Menu or discuss tailored support.

Our Values
Welcoming | kind | Growth | Professional



Preventative Support Available This Term



Whole Setting

Assembly/Workshops supporting Children's Mental Health Week

Children and Young People Group/Workshops

- Managing Emotions
- Exam Stress: SATS/GCSEs A Levels
- Self Esteem
- Building positive relationships

Staff Training & Drop-Ins

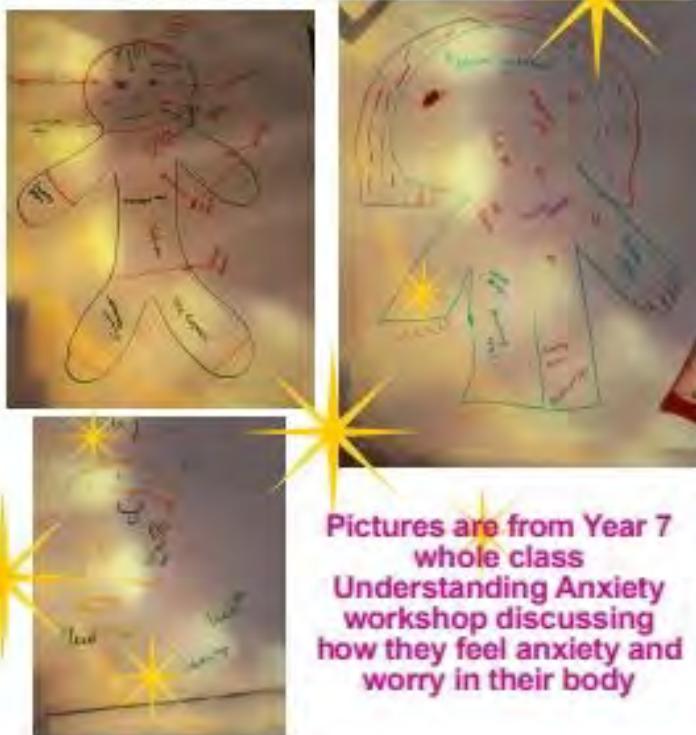
- Spotting early signs
- Practical strategies
- Staff wellbeing

Parent & Carer Workshops

- Support for low mood
- Understanding behaviour
- Growth Mindset and Building confidence

Targeted Group Work

- Anxiety
- Low mood
- Friendships
- Transitions



Helpful Links



MHST Referral Form Link
FOR PROFESSIONAL USE ONLY



Whole School Approach Email: hpft.mhstwsa.nhs.net



Anna Freud

Mentally Healthy Schools - WSA



HERTS VISION LOSS VISION IN MOTION

AGES 7-25

**SUPPORTING AND EMPOWERING
VISUALLY IMPAIRED CHILDREN
AND YOUNG PEOPLE TO DEVELOP
PRACTICAL, EMOTIONAL AND
SOCIAL SKILLS THROUGH SPORTS**

**PARTNERSHIPS:
THE POWELL FAMILY FOUNDATION
SPORT ENGLAND**

**FOR MORE INFORMATION CONTACT US:
TRACEY.HUNTER@HERTSVISIONLOSS.ORG.UK
07425 792142**





Ready to make a change?

The first step starts with you

Join our **FREE** 8-week health and wellbeing programme. It's made with the help of young people, for young people. This is a chance for you to talk about topics that matter to you.

Achieving Goals

Body Image

Communication

Exam Stress

Motivation

Physical Activity

Relationships

Self-Love

Our online group sessions start on:

Date:

Wednesday 28th Jan 26 & weekly after

Time:

Starts at 6pm and ends at 7pm

Sign up for your **FREE PLACE** today

Our programmes are for 13 to 17-year-olds, see our website for more information.

24-8982

BZBinfo@maximusuk.co.uk

01707 248 648

Hertfordshire



Hertfordshire CAMHS system newsletter



Discover a world of support and information, learning, skills and development, for professionals, young people, carers and families, young adults and their parents.

Child & Family Services & Environment | Young People & Environment | Children's Services | Environment & Community | Child & Family Services



[Hertfordshire CYPMHS System newsletter - January 2026](#) : [Hertfordshire CYPMHS System newsletter - January 2026](#)

DSPL2

FAMILY NETWORK EVENTS



10-12pm Tuesday 25th November 2025

Peartree Spring Primary School

10-12pm Tuesday 17th March 2026

Moss Bury Primary School

10-12pm Tuesday 16th June 2026

Peartree Spring primary School

No booking required

Find out about
local services

Meet other
families

Advice and
support

Herts Mind
Supporting Links
Step 2 Skills
Phoenix
Angels
ADDvance
Family Centre
Messy Minds
Tracks
Lending Space
Home Start
SET Family Support Workers
Well Being Junction
Herts Parent Carer Involvement



01438 233900



dspl2@peartreespring.herts.sch.uk

UNDERSTANDING MY AUTISM AND ADHD

A 6-week programme tailored to help
young people learn more about
neurodiversity and their own experiences.

Through interactive sessions

young people can discuss their strengths, challenges, and strategies for navigating daily life. By the end of the programme, it is hoped that the young people will leave with a stronger sense of empowerment in embracing their neurodiversity.

The activities and discussions aim to enhance self-awareness, boost self-esteem, and improve confidence.

Courses are tailored to different age groups and we run sessions for school years 3-6, 7-9 and 10-11 throughout the year.

6 week online and in-person
courses starting in
January and February

Jan 6	Jan 6
School Years 3-6 (Primary)	School Years 3-6 (Primary)
Feb 24	Feb 26
School Years 7-9 (Primary)	School Years 10-11 (Secondary)

Understanding my
autism and ADHD

Scan to book



For more details on other courses or workshops SPACE offer visit <https://spaceherts.org.uk/>



Families in Focus award winning online, interactive courses are free for parents living in Hertfordshire

Handling anger in your family

an online course for parents of primary aged children with no SEN needs

Increase understanding of why children react with anger and learn tried and tested techniques to support children to de-escalate and change reactions to trigger situations to bring harmony and calm for the whole family.

Monday evenings from 7pm to 8.30pm
January 5th 12th 19th 26th & February 2nd 9th

Email Francine & Lesley:
bookings@familiesinfocus.co.uk



A complete guide to parenting children with Autism & ADHD

(inclusive of those on assessment pathways)
Our free evidence-based, online, interactive courses for Hertfordshire parents of children aged 2 to 11 years will:

Increase understanding of Autism, ADHD, Sensory needs and children's behaviours.

Also included, how to understand and support siblings, understanding EHCP's, and up to date information on local service's and how to access them.

We provide tried and tested strategies to increase understanding for a calmer and happier family life.

Wednesdays

9.30am to 11.30am or 6.30pm to 8.30pm
January 7th 14th 21st 28th &
February 4th 11th 18th &
March 4th 11th

Email Francine & Lesley:
bookings@familiesinfocus.co.uk



For further details on what other courses Families' in Focus offer visit <https://www.familiesinfocus.co.uk/>

Neurodiversity Support Hub

For Parents, Carers and Professionals in Hertfordshire

We can offer support, signposting and guidance about a whole range of things including but not limited to:

- Understanding ADHD/Autism
- Distressed Behaviours
- Anxiety
- School



The phones are answered by our team of parents and carers of neurodivergent children and young people



01727 833963



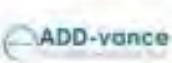
supporthub@add-vance.org

Term Time Opening Hours

9AM - 1PM - Monday, Wednesday & Friday
9AM - 3PM - Tuesday & Thursday
7PM - 9PM - Wednesday (By Appt)
9AM - 1PM - During School Holidays



Here to support, reach out for a listening ear



Family Lives Online Programme

Spring 2026



**Bringing Up
Confident
ADHD/ASD
Children
(6 weeks)**



Friday 23rd January to 6th March, 9.45am to 11.45am

If your child has ADHD/ASD, or you think they might, join our online group where you will receive support from other parents and gain a understanding of ADHD/ASD and learn strategies to improve life at home and at school.



**Tuesday 20th January to 3rd March, 7.00pm to 9.00pm
or**

Monday 9th February to 23rd March, 9.30am to 11.30am

Do you feel you are constantly nagging or shouting at your child to get what you need? Learn how you can change the way you communicate with your child, respond better, and feel more in control.

**Less
Shouting,
More
Cooperation
(6 weeks)**

**Dads
Together
(6 weeks)**



Wednesday 4th February to 18th March, 7pm to 9pm

Calling all Dads - join our free online group, come along and receive support from other dads and learn how to change the way you communicate with your child, respond better and feel more in control.

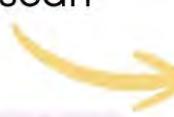


Tuesday 3rd February to 17th March, 7.00pm to 9.00pm

Is your teen feeling anxious or isolated? Are you concerned about their mental health and struggling to get help? You may have an FFA, CIN, or CP in place and need more support. Learn how parents can best emotionally support their teen and feel confident and prepared for whatever challenges might arise.

**Getting on
with Your
Pre-teen or
Teenager
(6 weeks)**

For more information, call **0204 522 8700/8701**,
email **services@familylives.org.uk** or scan
the **QR code** for our online form.



We build better family lives together

www.familylives.org.uk



@familyliveshertsandbeds

Funded by
Hertfordshire
County Council



Family Lives is registered as a company limited by guarantee in England and Wales No. 3817762. Registered charity No.1077722.
Registered address: The Annex York House, Salisbury Square, Hatfield, Hertfordshire, AL9 5AD

Parent & Carer Support

Spring Term 2026



FREE to parents and carers in Hertfordshire

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.



Mondays 7.15pm

5th Feb to 19th Mar *Not half term*
Online Course: ID 804

Thursdays 7.45 - 9.15pm

5th Feb to 19th Mar *Not half term*
Online Course: ID 803

Wednesdays 7.45 - 9.15pm

11th Mar to 29th Apr *Not Easter*
Online Course: ID 802

TALKING ANGER in TEENS

6, weekly sessions for parents and carers of children aged **11-19**, supporting you to:

- Understand why children & 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.



Tuesdays 7.15pm

6th Feb to 20th Feb *Not half term*
Online Course: ID 805

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.



Thursdays 8pm

8th Jan to 22nd Feb *Not half term*
Online Course ID 799

Thursdays 9.45 - 11.15am

5th Feb to 19th Mar *Not half term*
Online Course ID 798

TALKING DADS

6, weekly sessions for dads & male carers of children **0-19**, 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.



Wednesday 5pm

7th Jan

FULLY BOOKED

Online Course: ID 806

Mondays 7.45 - 9.15pm

2nd Feb to 16th Mar

Not half term

Online Course: ID 807

TALKING ANXIETY in FAMILIES

6, weekly sessions for parents and carers of children **3-12**, 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.



Wednesday 9.45 - 11.30am

4th Feb to 18th Mar

Not half term

Online Course ID 801

TALKING ADDITIONAL NEEDS

A 6-week group for parents and carers of children **2-19**, with any additional need.

Your child does not need a diagnosis.

- 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.



Tuesday 8.00pm

6th Jan

FULLY BOOKED

Online Course ID 797

Tuesday 9.45am

3rd Feb

FULLY BOOKED

Online Course ID 796

Thursdays 8.00 - 9.30pm

5th Feb to 19th Mar

Not half term

Online Course ID 800

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

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

Tae Kwon-Do

KIDS

**B-COOL
B-CONFIDENT
HAVE FUN**

**Beginners Classes Starting Now:
Nobel School Gym**

**Tuesdays
Thursdays**

Call:

**John Powell 5th Dan
Tel: 07976 795 121**



**John Powell
5th Dan
Tae Kwon-Do
Instructor**



Improve YOUR:

- Flexibility
- Confidence
- Self Control
- Improve YOUR Health
- Meet New Friends
- Self Defence

NEW

Date & Times:

Noble School Gym
Mobbsbury Way
Stevenage
Hertfordshire
SG2 0HS

Tuesday

6.00pm - 6.50pm
Junior Class
7.00pm - 8.00pm
Family Class

NEW

Thursday

7.00pm - 8.00pm



Powell Taekwondo

Specialises in helping people develop a healthy mind and body, and to feel more secure through quality, comprehensive, and professional Taekwondo instruction. Whether your goal is self-defense, greater confidence, physical conditioning, stress reduction, flexibility, coordination or sport, Taekwondo Martial Art is the POWERFUL ALTERNATIVE that will get you the results you are seeking.

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Europe.**

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