

Calder Highlights Easter Edition 2021



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(Mr) Taylor Talks



As we come to the end of another term in challenging circumstances, I just wanted to thank all the parents for their support since the return to school. We have all faced new challenges throughout this term including the COVID testing of over 1000 students and staff all whilst

trying to socially distance from each other!

We are now slowly trying to re-introduce routines back in school, therefore we are asking students not to wear the blue hoodies, which were only a temporary addition during the winter months, and replace them with the original black school jumper. To support this, we have set up a swap shop for pre-loved uniform as we appreciate it can be quite expensive for families. Students can either swap items of clothing or just request an item which will be available to collect from Student Services.

I would also like to thank the staff who have shown resilience and imagination through their teaching and support for our students. Never have we had to adapt different strategies as we have had to in the last few months. We now face a fresh challenge with GCSE assessments for Year 11 and supporting all students with any gaps in their knowledge and understanding of the curriculum.

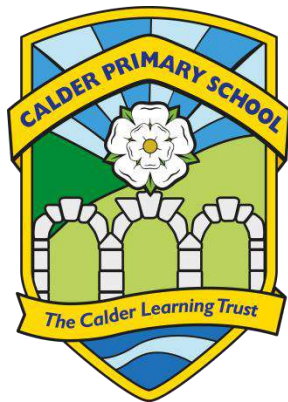
I hope you and your families are able to enjoy the easing of restrictions over Easter and hopefully the better weather to come.

Mr Taylor

Head of Secondary Phase

The Calder Learning Trust

(Mrs) Lambert Talks



Hello everyone,

As Head of the Primary Phase of The Calder Learning Trust, I have been so impressed with how our pupils have returned to school this term: full of energy and enthusiasm and keen to get back to learning and being with their friends and teachers again.

This half term, Calder Primary pupils have been busy getting back into their class topics, from 'Space' in Reception to 'Coasts' in Class 3. Staff have also focused on settling the children back in and taking time to reflect on their feelings, for example through the story of 'The Colour Monster'. World Book Day was celebrated in two parts: remotely with fun book activities, a decorated kitchen roll character competition and live key stage group quizzes and then with a pyjamas and stories day when everyone was together again.

A popular highlight from remote learning was the live creativity sessions for each class, so these have been continuing in school this term. This has also included the chance to be part of creating artwork for the Hebden Bridge Film Festival and entering the Hebden Bridge Rotary Decorated Duck competition.

Our primary School Council has helped to organise a fundraising day for Red Nose Day, where pupils and staff dressed as superheroes for the 'funny is power' theme. We had lots of characters from Superman to Spidergirl, as well as outfits saying thank you to our NHS and Emmeline Pankhurst. Our thanks to the kitchen staff for the red-nosed chocolate cakes which meant we were still able to have a bake sale too!

I would like to thank everyone in our Calder Primary family - staff, pupils and parents- for their hard work and positivity through the challenges of both remote learning and settling back into school. I hope everyone across the Calder Learning Trust enjoys a restful break over Easter.

Mrs Lambert

Head of Calder Primary

The Calder Learning Trust

Primary Matters

World Book Day pyjamas





Red Nose Day Superheroes







Creative artwork (Keyholes and Space)





Decorated Ducks

Calder Primary have entered the Hebden Bridge Rotary Duck Race Decorated Duck competition and need votes to help us win!

Please vote for **Entry 8** at <https://www.hebdenbridgeduckrace.uk/schools>

This gives us the chance to win a cash prize for the school as well as a 'shout out' in the local papers too.

Every child in Calder Primary decorated a duck and they currently adorn our upstairs windows in school.

Mrs Lambert



Getting back to 'normal'

Everybody, Everyday- COVID-19 Version



Essential Uniform:

- ❖ Black school blazer.
- ❖ White shirt and a house tie.
- ❖ Tailored black trousers, or;
- ❖ Black knee length, pleated skirt.
- ❖ Plain black socks or tights.
- ❖ Plain black, leather shoes.
- ❖ Students should have a bag

Optional Uniform:

- ❖ A black school logo 'V' neck jumper.
- ❖ A plain black 'hijab'
- ❖ Tailored Black shorts (summer term only)

Covid support:

- ❖ Swap shop is available (contact your HoY).
- ❖ Blue PE hoody can be worn over the black jumper, but under the blazer in extremely cold lessons, at the teachers discretion.
- ❖ No coats or other clothing to be worn.



Jewellery, Makeup, Mobile phones:

- ❖ A watch is allowed. One pair of small studs in ears.
- ❖ No other false adornments.
- ❖ No nail varnish or fake nails.
- ❖ No rings, piercings or jewellery allowed.
- ❖ Mobile phones must not be used within the building.



Essential Equipment:

- ❖ Pen.
- ❖ Pencil.
- ❖ Ruler.
- ❖ Calculator.
- ❖ PE kit when required.
- ❖ 2 Face coverings.
- ❖ Hand sanitizer.
- ❖ Class books.
- ❖ Reading book.



All uniform must perfect after Easter. Some allowances were made following the return to school. ALL students wearing trainers next week must have a note and correct this after the holiday. Students wanting to swap small clothes/shoes for larger ones can contact their Head of Year.

After Easter we hope to bring some normality back to school. With the warmer weather coming we are now asking students **not to wear the blue PE hoodie** . Instead the regular black school jumper should be worn. Blazers are still compulsory as are plain black shoes. Each summer we remind students that tailored black shorts can be worn instead of trousers/skirts until the end of term.



calder_high_school

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If you have any school uniform, which is in good condition, but no longer fits your child, please send it in to Student Services so we can support families struggling with finances through lockdown or other students who may only want uniform for a few months or . Mrs Halstead is washing and taking orders for all types of 'pre-loved' uniform. See below for further details.

the uniform swap shop

Have you grown out of your uniform before it's worn out?

You could exchange your old, good quality items of uniform in school for something in a larger size.

Bring something in to swap (a big smile will do!) and let us know what you need.

If you have good quality uniform at home that you have outgrown and that could be used by others please send in to school in a clean bag and leave with Student Services or Mrs Halstead, even if you don't want to swap for anything.

Trousers, skirts, shirts, blazers, PE kit, hoodies, even shoes.

Email: parentenquiry@calderlearningtrust.com

Pick up from school on Tuesday or Thursday at 3pm, or by arrangement with Mrs Halstead.

The swapsy uniform will be 'quarantined' in school and then sent home in good, clean condition in covid friendly packaging.

Super Sevens



Hello everyone! I can't tell you how happy I am to have you all back in school. I know how difficult some of you have found the situation surrounding COVID, and the many challenges we have faced as a result. I have copied a link below to the Young Minds website, where you can source some advice and support if needed. There's a link to the parent page too, so please have a look with your parents or carers if you have been affected in any way.

<https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/>

<https://youngminds.org.uk/find-help/for-parents/>

On to some positives now! Usually, we use the Newsletter to list the students that have 100% attendance and 0 behaviour points. Well, I am amazed, but not at all surprised to say that there are THAT MANY in Year 7 that I simply do not have room to name you all! Please look out for your names in the student informer and keep an eye on ClassCharts, where you will see your merits recorded if you are one of the lucky students.

I thought that it may be useful to take this opportunity to point you in the direction of our Topical Podcasts which can be found here:

<https://www.calderlearningtrust.com/high-school/students/topical-podcasts/>

Miss Savage and students across KS3 have put together the first three podcasts which give information on current issues affecting and important to young people at this time. If you would like you put forward a suggestion for the next podcast, or you would like to be involved, please email, topicalpodcast@calderlearningtrust.com

Over the last few weeks, it has been so lovely to see how many of you have supported each other during the return to school. I have seen some fantastic examples of friendship, kindness and inclusion at social times and these are just some examples of why I am, so proud to be Head of Year 7. Please do come and see me if you have any worries or concerns, no problem or worry is ever too small. I hope you all use the Easter break to have a rest and get ready for the summer term ahead.

Mrs McLaughlin

Head of Year 7



Exceptional Eights



Dear Year 8,

It's been another very unusual term and it has been really brilliant welcoming you all back into school since the reopening. The closure was challenging for everyone and while I know I've said this before, you have impressed me so much with the dedication that you have shown. Your teachers worked hard to make sure that your learning could continue and you have matched that with your

engagement. You should all be very proud of yourselves.

Being back in school has brought its own challenges but it has been great to see that everyone is starting to settle back into the rhythm of school life. There has already been a lot of excellent work done and it is fantastic to see you interacting with your friends and peers again. Make sure that you read the Student Informer this week, I've included the updated merit competition standings and more shout outs for students who have gone above and beyond this term.

It is completely normal to be finding some parts of the transition difficult, if you have any concerns or worries, please speak to someone at home or at school. Your form tutors, Mrs Baxter and myself are always available to support you. There is also a collection of websites and services that you can access on the Calder Cares page of the website: <https://www.calderlearningtrust.com/high-school/students/calder-cares/>

Enjoy your Easter holiday, take some time to relax and recharge after a very busy few weeks back in school. Be kind to yourselves, stay safe and I will see you all again in 2 weeks!

Mr Pyrah

Head of Year 8



Notable Nines



Dear Year 9,

Welcome back to school! It is so nice to see you again. Well done on submitting your options forms and well done with the lateral flow testing, your excellent attendance and punctuality and the great attitude to learning you have returned with.

Top ClassCharts Merits:

1. Tom Owen (9WA1) - 968
2. Iris McDonach Wells (9SH1) - 930
3. Edward Hemmings (8RSK) – 890

Top Form Group Behaviour %:

1. 9HA1 - 98%
2. 9HA2 – 97%
3. 9SH2 – 97%

100% Attendance (from September 2020 to March 2021):

James Aitken, Cameron Barrow, Ruby Batterton, Cyrus Battiwalla, Ted Battye, Karl Bratley, Jack Brook, Dylan Brown, Zach Brown, Brooke Chatburn, Charlotte Cox, Joe Dawson-Moran, Caleb Denny, Amelia Dootson, Joshua Drabble, Emily Fisher, Theo Gonzalez, Harry Greenwood, Oliver Griffin, Lacie-Maye Hart, Anees Hassan, Tibby Healey, Charley Hunt, Hibbah-Noor Hussain, Katie Kipping, Oskar Marsden, Imogen Matthew, Iris McDonach Wells, Caleb McNulty, Daniele Mezzadri, Edward Mortimer, Louis Moston, Britney Nkomo, Imogen Noot-Williams, Tom Owen, Raul Paduraru-Croitoriu, Abbie Price, Elsie

Rainbow, Maisie Rolls, Ollie Rycroft, Izzy Scott, Tyler Simpson, Eve Spensley, Eli Sunderland, Alice Sweeney, Jacob Swindells, Beatrice Taylor, Nomzamo Vundla, Jake Wadsworth, Amelie Walker-Cotton, Evie Marie Ward, Amelia Watson, Bebe Whitehead, Eva Whitehead, Mylo Whiteoak and Gabe Wilson.

Top Form Attendance:

1. 9HA1 – 96.1%
2. 9WA1 - 96%
3. 9WA2 - 95.4%

Enjoy your half term break, stay safe, take care and I hope to see you soon.

Mr Hussain

Head of Year 9



Tremendous Tens



Dear Year 10,

Well done for getting through such a tough half-term, I know it's been a difficult one at times but the Easter holidays are just around the corner.

I have had plenty of positive feedback from teachers of Year 10, which tells me that the majority of you have

come back with a really positive work ethic and excellent attitude to school. Uniform standards in Year 10 are high; just a few tweaks still to make with blazers, boots with skirts, jewellery etc but on the whole, it's really pleasing – if you need any guidance, please look at the Uniform Policy in the Policy section of the school website.

I know that some students (and staff!) have found the return to school more challenging. This is totally normal after the year we have had. Please do come and see me, or your Form Tutor, if you feel you need some support and we will look at ways we can help.

Enjoy your much deserved Easter break and I shall see you in April!

Top ClassCharts Merits:

1. Tom Mynott (10SH1) - 1022
2. Alex Whitlow (10HA1) - 998
3. Rowan Brennan (10WA1) – 995

Top Form Group Behaviour %:

1. 10HA1 - 97%
2. 10WA2 – 97%
3. 10ST1 – 96%

100% Attendance (from September 2020 to March 2021)

Amaad Amzar, Saahyl Arafen, Bailey Asquith, Nile Ayub, Asia Barmby, Kate Bennett, Aimee Best Corrales, Dillan Bratley, Gabriel Bridger, Iliana Carcamo-McCaskill, Benjamin Clegg, Owen Ditchburn-Hughes, Albie Earle, Jude Entwistle, Jacob Ferguson, Joseph Fleet, Alice Foulkes, Travis Gray, Nathan Hanson, Erin Helliwell, Hamaad Javed, Olaf Klepacki, Libby Knowles, Sapphire Lewis, George Lilley, Gabriel Little, Jack Lord, Coral Luck, Cerys Manfredi, Raihan Mehbub, Faith Mitchell, Keir Naylor, Samuel Ormsby, Finlay Penman, George Priestley, Damien Pudney, Isabelle Savage, Jamal Shabaz, Amal Shahid, Grace Shepherd, Ben Shields, William Smee, Holly Swiffen, Lauren Taylor, Madoc Walker, Charles Webb, Grace Wheelwright, Tom Whinnie, Rufus Whitehead, Alexandra Whitlow, Georgia Wood, Imogen Wood and Katie Wood.

Top Form Attendance:

1. 10WA1 – 96.8%
2. 10WA2 – 96.2%
3. 10SH2 - 94.9%

Mrs Byrne

Head of Year 10



Excellent Elevens



Dear Year 11,

What a great term! You have all show such kindness, cooperation, resilience and compassion this half term. It's been great seeing you all back in school; I know I definitely appreciate the return of a routine once again!

Special student mentions from staff:

Gracie Richards, Katie Kemp Riley, Beth Davies, Aleena Shazail, Luke O'Connell, Eric Cunningham, Oliver Sutcliffe, Jake Wood, Ethan Marsden, Isabelle Rolls, Sam Bradshaw and Isobel Reed.

100% attenders from September 2020–March 2021:

Hayaan Arafen, Scott Bates, Joshua Beck, Sam Bradshaw, Holly Brooks, Holly Bunzl, Daisy Butterfield, Simone Clayton, Eric Cunningham, Jade Davey, Ruby Doherty, Joe Gibbons, Marcus Gurney, Molly Harford, Millie Hart, Adam Hawkes, Brandon Hey, Thomas Horner, Alishba Hussain, Callum Ingham, Saara Iqbal, Leo Iribarren, Niamh Luck, Joshua Morgan, Alice Myers, Zak Naylor, Travis Newham, Claudie Nicholson, Luke O'Connell, Greta Oxley, Jennifer Robinson, Freddy Shields, Imogen Thresher, Matthew Warriner, Charlie Whitworth, Jude Wilson, Barnaby Wood and Jake Wood.

Top Form Attendance:

1. 11PPN – 94.2%

2. 11HPR - 94%

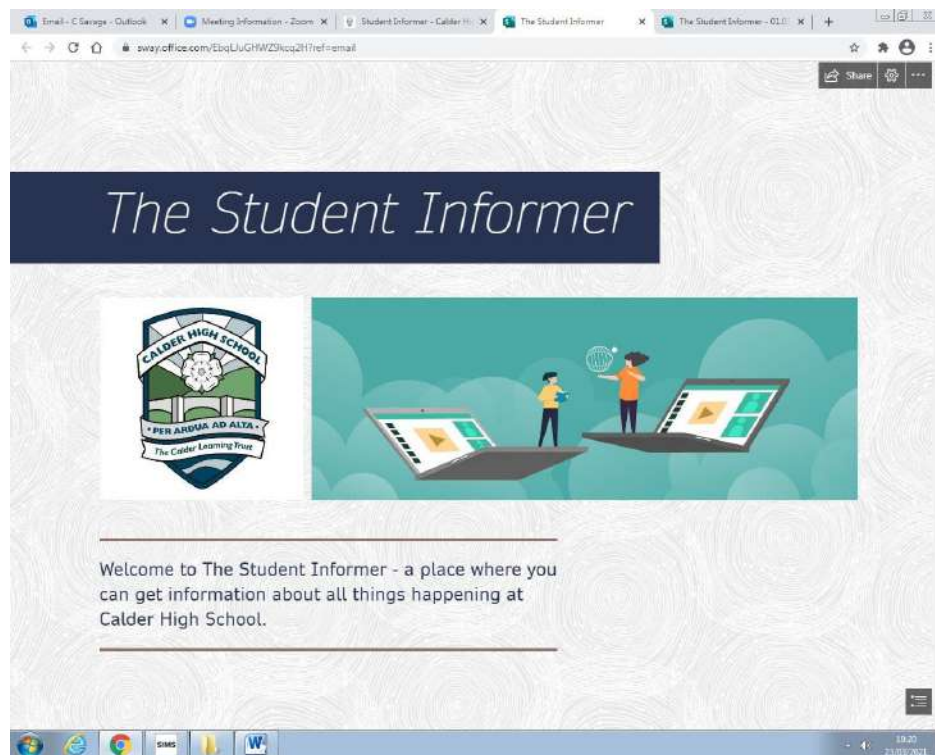
3. 11JEM – 92.8%

Miss Armstead

Head of Year 11



Student Informer



Have you read The Student Informer?

Why not give the fortnightly edition a read by clicking this link

<https://www.calderlearningtrust.com/high-school/news/student-informer/>

The Informer contains:

- Key information about school
- Articles and creative writing by Calder High students
- Student shout-outs
- Celebration of students' work
- Competitions and activities
- PE, Expressive Arts, Tech and Science news
- And much, much more!

Topical Podcast



Have you listened yet? If not click on this link to listen!

Every 2 weeks a new episode is released, addressing something important and topical each time. <https://www.calderlearningtrust.com/high-school/students/topical-podcasts/>

Our podcasts so far have covered the following topics:

1. What is politics?
2. Homelessness and what we can do!
3. Mental well-being in lockdown
4. Life after Secondary School
5. Autism Awareness If you would like to be involved in a future episode, you can email topicalpodcast@calderlearningtrust.com

Miss Savage

Help with a parental request

Please could I ask that you spend 2 minutes completing the questionnaire in below about the landscape of food in secondary schools. It is completely anonymous and UK based so it is impossible to link to individuals or schools. Also it is for parents, with no child involvement so no safeguarding issues that I can for see. Thank you in advance.

Link below: <https://rau.onlinesurveys.ac.uk/school-food-environment>

Best wishes, Katherine Drury BSc (Hons) AICB MRAC

Media Wins Bank of England Competition



We did it again!

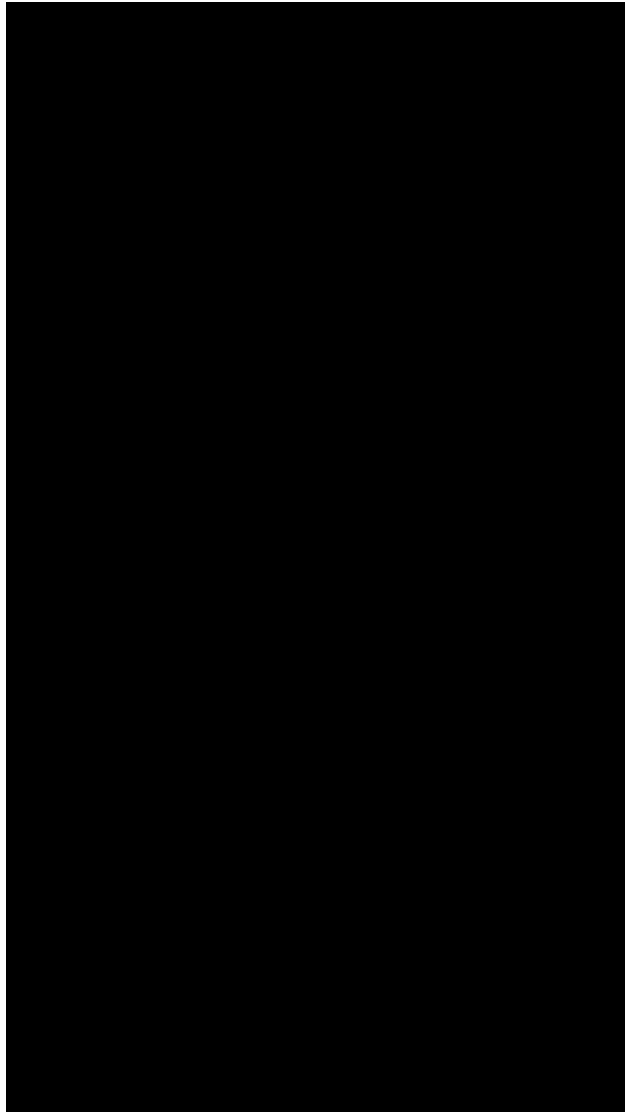
For the fifth year running, Calder Media Production Team has been successful in the Bank of England's National School's Film Competition, winning the Year 7 Category. Again, as well as a trophy, funds for filming-making equipment and cash prizes for the entrants, the winning films were also shared on the bank's website and Twitter feeds. A great advertisement for the school and for GCSE Media at Calder.

See the film here - <https://youtu.be/N5CCct8ICSU>

Mr Middleton



English Writing Corner



<https://sway.office.com/iwgFuhTd4NjuAk6r#content=k00vXXFtVw6Hkt>

1 - Hero's Shield from Amelie Dalby in 7ST2



<https://sway.office.com/iwqFuhTd4NjuAk6r#content=QOPK0pORwdRpz6>

2 - Creative Writing Competition Winning Entry Amelie Dalby 7ST2



It was a tiring journey for a miniture plant alike me, hence I was not alone. I did not make it on my own rather, it's not as if cactuses can walk; besides, I had to go through so much more than that. On the other hand, it wasn't as if I wasn't completely omnipotent, I had spikes...I was even tinier then though, so my painful outer-shell was more of a "harmless" fuzzy fleece. However, I wasn't a house plant. At least, that used to be the case...

It was summer in the rocky plains of the barren desert I called home, and I was solitary ever since I'd sprouted. I needn't any reason to worry, due to the fact there were never any predators around. A constantly refreshing water supply was stored inside me, I was living the dream, and accepted myself as fortunately lucky.

Suddenly, one day, I found myself shrivling up white, and it hadn't rained for days upon days. The next thing I noticed I had bite marks in the side of me and obviously a predator had got to me! I couldn't believe it, that had never happened to me before... Before I had time to think, I was in the mouth of a hyena! It began to run, faster and faster, until I couldn't keep track of where I was anymore. It would of been so much better if I could at least see my surroundings; instead, I saw sharp fangs, I'd rather not describe the rest, it was particularly gruesome.

Severely injured, I woke up to a sighting of two colossal rocks either side of me. Averting my view vertically, I could see I was dropping through the air-falling down a canyon. There was no way I could stop myself now, and I was prepared for death at the last drop. Weirdly, I felt much more stationary than I was before in a second, and I only looked to find myself in the trailer of a very vibrant van, with some sort of flute music blasting

the inside of it. Hours beyond hours this went on for, and to my greatest pleasure, it began to hit down with rain. Humid, but life saving. It's like they say, it's not the destination, it's the glory of the ride that counts. Maybe not in all cases, but now, most certainly.

Unusually, I felt the van come to a halt. They must of travelled an awfully long way, because my normal plant-self was back again, fresh and tender. The most atypical thing however was what I could hear. Whirring of ice-cream vans, squawking of gulls and lapping of ocean waves. All of which, I didn't know of at that time. Where was I? Once again, there was no time to question it. This unusual hippie person came along and picked me up because they found out that I was in the back of the van. Uninvited, I got strewn out and I went crashing down a steep cliff and landed into somebody's sandcastle bucket. I felt some tiny hands pick me up up and I think that they must have belonged to some kind of curious toddler.

Many moments later, after a series of uncomfortable fiddling, she began to show it to her parents. They were intrigued at what I was - they were concerned about me because I looked like a sick plant. (Which, on the small scale, I was). I've never known that much about humans, but what I do know is that a large majority of them have a care for something they are passionate about. Well, it turns out the mother was a botanist, and the father was a grocer who worked part time in a garden centre! I had struck lucky.

I was taken to the shop, re-planted and brought back to their apartment, where they had the perfect growing conditions for me - it was heaven. Nevertheless, I did miss the desert...Shame I never got that last glance of it. So, now, I am a house plant; coincidently, my story is told. I am worn out after all that. Hmm...Is it just me or can I still hear that flute music from the gypsy's van? Must be me.



me
now!
↙

Creative Scrapbook Competition

The judges at Thomson Reuters have selected the winners and kindly awarded prizes totalling £150 in Amazon vouchers!

Judges

Hetha Duffy is a manager at Thomson Reuters and also is co-director and an editor at Hebden Bridge based publishing company, *Bluemoose Books*.

Louise Alton-Fletcher is an editor in the Commentary Department at Thomson Reuters and is also the Calder High–Thomson Reuters Partnership Co-ordinator.

Winners

We were really excited to hear about the lockdown scrapbook that you have all worked so hard to produce over the last few months, and we couldn't wait to have a look through it. Lockdown has been extremely challenging for everyone but it was inspiring to see such a brilliant selection of work come out of it, and all of the excellent ideas, stories, poems and artwork come to life on the page. It was certainly very difficult to pick three winners from each year group. We very much enjoyed each and every piece of work in the book—they could all have been winners! However, we have chosen pieces which made us really *feel* something, used language well and gave a real sense of a character. Quite a hard thing to do in a short piece of writing, but all of the winning entries do this in different ways. Congratulations to the winners, and to all of those who contributed to such a wonderful book. You should all be extremely proud of the work that you have put in and what you have achieved.

Louise and Hetha

You can view the scrapbook here:

https://issuu.com/callumrbrown93/docs/scrapbook_compressed_title_fix

Foreword



This is a celebration of the art, poetry and story produced by the students of Calder High School during the coronavirus lockdown.

The work in here is sometimes filled with colour, sometimes washed in darkness; it is occasionally joyful, at times bleak – but always empathetic.

Through a joint project between the English and Art departments, you can enjoy student art inspired by student writing, and student writing inspired by student art.

Our students will take you from the bleak moorland tops to the futuristic world of Tesla V; from the musings of a rock-hopper penguin to the lonely experience of lockdown, which is where this collection starts - a reminder of the dark circumstances in which these extraordinary pieces were crafted.

Richard Draper, Head of English, Calder High School

**CALDER HIGH SCHOOL
LOCKDOWN SCRAPBOOK
WRITING COMPETITION
JUDGED BY THOMSON
REUTERS.**

**Green tall giant
Roots like tentacles
My calm friend**

***Haiku* by Lily K
8HA3**

Comments from the judges:

I'm pretty sure this poem describes a tree, and if not, it does for me! I love trees—they are very much like a calm friend I think. Poems don't have to be long to be interesting and touching, and this piece of work packs a lot of meaning into the words used. Well done!



**CALDER HIGH SCHOOL LOCKDOWN
SCRAPBOOK WRITING
COMPETITION JUDGED BY
THOMSON REUTERS.**

Extract from *Ava's Crown* by E.D. (Year 7)

The mossy paved streets were swept into shadow under the golden flickering streetlights, as the hollow darkness closed in. Hastily glancing down the narrow alleys, a teenage girl swiftly approached the dingy high-street shops. The silence was deafening. Litter and debris scattered the cracked-tarmac road: crisp packets, water bottles, plastic bags.

Increasing her pace, the girl took a final peer around the corner, before advancing towards a run-down farm shop at the end of the abandoned street. Remains of mouldy apples, sour milk and cheese clogged the air with a sickening odour. The girl took a soggy £20 from the rusty till and headed back to the rotting door. She tried not to think of herself as a thief, merely a scavenger, but nevertheless, she knew her moral compass wasn't as true as it had once been. Clasp the money, the girl meandered around the dusty shelves, through the door, and back into the streets of the desolate town. For a millisecond she thought about returning her prize, but soon threw that thought into the box inside her head.

What the girl didn't think, was that her story would be told for the next thousand years. This story has been told before, but not how I'm about to tell it, others leave bits out. Don't ask yourself who I am. That's not important. Just focus on that girl and wonder what she would achieve, and how she got there. I'll start from the beginning: I promise to be as truthful as I can, but please try to ignore it if some bits are changed, even I don't know what the truth is anymore.

Her name was Ava.

Comments from the judges:
What a great story opening—
intriguing, descriptive, mysterious.
Exactly what a good opening page
should be!



**Extract from *Ava's
Crown* by Eve D
8WA1**

**CALDER HIGH SCHOOL LOCKDOWN
SCRAPBOOK WRITING
COMPETITION JUDGED BY
THOMSON REUTERS.**

The Cat, by A.S.

I am waiting for you.
I have been waiting since the last time I ate.
I walked what felt like a thousand miles around the streets.
And still came back to you, my human my feeder.
I am waiting in this place you call the kitchen, starving, drooling.
Feeling I haven't eaten in forever apart from that last mouse.
I am not fierce without food, but I may let you stroke me and purr
contentedly.
If you feed me one more time.

***The Cat by Alfie S
8ST2***

Comments from the judges:

A lovely, humorous poem about a cat.

Our pets have been our faithful companions in lockdown and this piece describes our feline friends perfectly. It is well written, and made us laugh, bringing some light to lockdown!



**CALDER HIGH SCHOOL LOCKDOWN
SCRAPBOOK WRITING COMPETITION
JUDGED BY PHOENIX CENTERS.**

Lockdown Short story, by E.H. (Year 8)

Porcelain figures model on the wooden mantelpiece, a ballerina's nimble fingers stretching out as she elegantly curtsies. Floral patterned curtains sway side to side, dancing to the distant noise of the radio in the kitchen whilst brushing against the tall bookshelf. My living room is like a library; the classics lean on each other as they gather dust on the never-ending shelves that reach high to the ceiling, a ladder by its side to help. Tabitha slinks through the antique furniture to me as I sit on my chair that faces the living room window. My homemade knitted throw on my lap, she pounces on to it and coils into a comfortable ball.

I watch the days go by slowly, people passing, children still laughing and I long to be out there again. I still get ready for me though as per usual to make some sense of normality in these unprecedented times: my hair well blow-dried out each morning, my clothes comfy but presentable, my round, dainty glasses perched on the end of my nose. It makes me feel happy.

I take the occasional trip to the back garden, Tabitha trailing behind like a shadow, and I soak in the sun instead. The weather has been glorious, so I have used it to do some more gardening whilst it is out.

28th April 2020, the weather is not so glorious however, and it pours with rain, so I stay inside today. With the boredom creeping upon people though, they still head out to stretch their legs. A group of teenage girls bundle past, giggling to each other as they glance at me, so I give them a gentle smile. They seemed suspiciously too nice to each other to all be siblings and my kind expression fades into a frown. All I want to do is go out and enjoy myself like they are, but I cannot do that unless they just stay inside. My friends are the dearest and only people I have so I hope they at least appreciate the time they spend with each other although they shouldn't be meeting up.

The pattering of rain becomes fainter as a woman with her children comes struggling past. The ding of a bell on a bike, the wailing of a sulky child, the blubbering of a baby in a pram and the desperate pleading of a mother to her children is heard from outside. She looks tired and is obviously stressed as she pushes along the baby and drags along the tantrum behind. I give her a reassuring look and she smiles back. I remember those times when I was young and was so eager to have a child and how I am now thankful for not being blessed by them. Despite thinking this however, I do hope I could have gone

Comments from the judges:

A well-written, expressive and pertinent story about shielding. We loved the use of emotive and descriptive language which puts into perspective the struggles 2020 brought.



out and maybe helped her a bit. Instead a reassuring smile will have to do as she carries on down the street.

I continue my daily ritual of people watching and watch the raindrops race down my window as the sky starts to dry and the clouds social distance. Just before I was about to get up, an elderly man wanders past my window slowly. A tweed flat cap tilted on his head, his leather brogues shining, he strolls down the street calmly. We exchange a kind expression but also trade a familiar feeling of sadness. With only a cat by my side now, I feel ever so lonely and long to just be back to normality and I imagine he may feel the same. I just want to be out there, getting the bus into town, meeting with friends and shopping. I don't even get the chance to go to the supermarket anymore as I must order my groceries online instead.

Although lockdown hasn't been the best, there's a feeling of hope for the future. If we stay inside for long enough, we will get to see people again and carry on our lives as usual. I feel much more grateful for those times and will always appreciate the little things now that make me happy.

I check the time on my watch and wander to my door at 8 o'clock. I step outside on to my street for the first time since last week and start clapping ... happily. I watch as my fellow neighbours passionately clap too whilst kids with pots and pans excitedly clang them. I am so grateful the nurses and doctors working in the NHS who are trying their best to beat this virus - thank you so much and I hope everyone is staying safe.

**Lockdown short story by
Erica H 9ST2**

**CALDER HIGH SCHOOL LOCKDOWN
SCRAPBOOK WRITING
COMPETITION JUDGED BY
THOMSON REUTERS.**

One Waiter in an apron, two business men in suits, by M.W.S

At the table waiting for the drinks to be poured
ten am Kensington London
a worn out waiter stoops in a thick cotton apron
his shirt sticking with sweat from the early evening shift
his fatigued eyes look down into
an open booth
with a pair of steely business men in it

The older of the two
in a tailored suit, crisp white shirt and silk tie
the other's sapphire eyes glinting with tears of laughter
sharing some inside joke

And the waiter pours the champagne
his withered gnarled hands clutch the bottle steadily
Moet and Chandon flows into flutes
the golden stream fizzes and bubbles

And the waiter gazes down
as from some great distance
at the steely business men
as if he were watching some tangible movie
in which everything is always possible

And the golden fill of bubbles for an instant
holding all three together
as if anything were possible

The business men's greedy, plump hands hold the flute
and gulp
no words of thanks and no friendly nod
the golden bubbles pop like dreams fading

Comments from the judges:

We really admired the way this poem was written
and the carefully chosen language which
highlighted societal inequalities. The structure
and layout of the poem very cleverly emphasises,
contrasts and makes the reader think.



**Madeleine WS
9HA2**

By I.L. Year 8

The house was bleak and grey, an out of place slate-coloured oblong that sat in the middle of a windswept moorland. A measly winding track led up to the tarnished and battered front door that creaked in the breeze and didn't shut properly.

Comments from the judges:

This short story extract perfectly meets the brief of "creating a world in words". It builds up a sense of intrigue, using descriptive wording to help the reader imagine the setting in their mind. What happened to the house? What happened to Frank? Very cleverly done.

On entering, you would find yourself in a dark dingy hallway crowded with knickknacks and a grandfather clock that no longer worked. There were several rooms downstairs because it was not a particularly small house. They included a crowded parlour (always smoggy with smoke), an especially gloomy kitchen with a flagstone floor and several other small rooms that weren't really used for anything at all.

Now this may sound grim, but the house I've described is the house after Frank moved in. The one before was a very different matter. The door was freshly painted in a cornflower blue and it shut because Frank had not yet banged it so vigorously that it broke. The crowded hallway was bright and airy with streaks of sunlight escaping from behind the lace curtains. To the left of the hallway was the kitchen, always full with the scent of freshly baked bread and the sound of children's chatter. The little rooms were full of laughter and colour: a school room, a play room and mother's sewing room. But best of all was the parlour. It was sweetly scented from the jar of roses on the dresser, the cream carpet was soft underfoot and it was so cosy that we children would spend whole afternoons lazing by the fire side reading, chatting and painting.

**Isla L
9ST2**



**CALDER HIGH SCHOOL LOCKDOWN
SCRAPBOOK WRITING
COMPETITION JUDGED BY
THOMSON REUTERS.**

**CALDER HIGH SCHOOL LOCKDOWN
SCRAPBOOK WRITING COMPETITION
JUDGED BY THOMSON REUTERS.**

**Opening extract from the short story 'Romeo and Juliet' by M.B.
(Year 9)**

Adrian Bishop is dead, and that's not even the worst part. The worst part is that he didn't even wait for me. He just left me here in the wake of the chaos he caused – some friend huh? But then again maybe I shouldn't be blaming him. After all, I wasn't enough to make him want to stay, was I?

I probably shouldn't be blaming myself for what happened, and I definitely shouldn't be condemning the deceased. I just wish he'd talked to me about it instead of leaving me in the dark – unknowingly isolating the both of us from each other. The result of such an action didn't just create a rift; it created a wound.

But now Adrian Bishop is dead, and I won't shed a tear.



**Mahni B
10HA1**

Comments from the judges:

What a fantastic and attention-grabbing opening line: "Adrian Bishop is dead, and that's not even the worst part." We thought this was a brilliant way to grip the reader. In a few short paragraphs so many interesting questions are posed. It is well-written, intriguing and captivating.

Before he abandoned his life Adrian was no-one, an apathetic poet, a Shakespeare geek who I split the rent with. Now people care about him, faking friendships and idolising his life. They say he was an angel, too good to die. But that's not true. I guess you could say we were friends, me and him. Though I think he'd prefer the term acquaintances. Truth be told, neither of us had anyone else, and now he's gone and I'm alone in my bedroom – huddled in a blanket, door shut, curtains drawn. I should be studying over the other side of England, back in my apartment, stressing for my exams whilst Adrian scribbled verse after verse of spiritless poetry, apprehensively watching me from the corner of his eye. But I'm here. Stuck in my childhood bedroom, the ceiling still covered with glow in the dark stars from when I wanted to go to the moon. Back then I was delusional, and I wish I still was.

Adrian kept his childhood with him, he was surly and sarcastic sure, but he was a kid inside, head filled with daydreams – he never grew out of his love for the stars and the moon. I guess that's why he wanted to move to London – the fortress of the moon, a place of wonder where you can be whoever you want. I hope he got what he wanted in the end. I hope he's up there in the sky now. I can almost imagine him sighing at me, jeering, taunting, sneering at my feeble attempt of remaking the Adrian I knew. The cold taunting Adrian. The Adrian so many want to erase. The real Adrian Bishop.

**CALDER HIGH SCHOOL
LOCKDOWN SCRAPBOOK
WRITING COMPETITION JUDGED
BY THOMSON REUTERS.**

Inspired by Art by LG 9X1

I wander.
The moonlight paints me in a breath of a brushstroke
A streak of red coat and ponytail
Seeking a beyond.
Running away from home, really.
Down the hill and moors morph into trees that listen, trees that breathe.
The stars scatter. The forest rears its branches, tearing the night.
No sellotape will save the shards that remain.
I walk until time stutters
My feet burn and my head aches and I'm free.
The cold gnaws at my bones, chisels a home – I like it
It stops the thoughts; my armour.
My boots squelch into morning.
I want to drink the dawn, capture clouds and wear them
As a cloak... but my phone won't stop ringing.
Escaping isn't as simple as sunrise, it seems.
When the tears come, they hurt, torn from my heart
My soul drips onto asphalt.
The car is quiet, and the pain is so
Loud

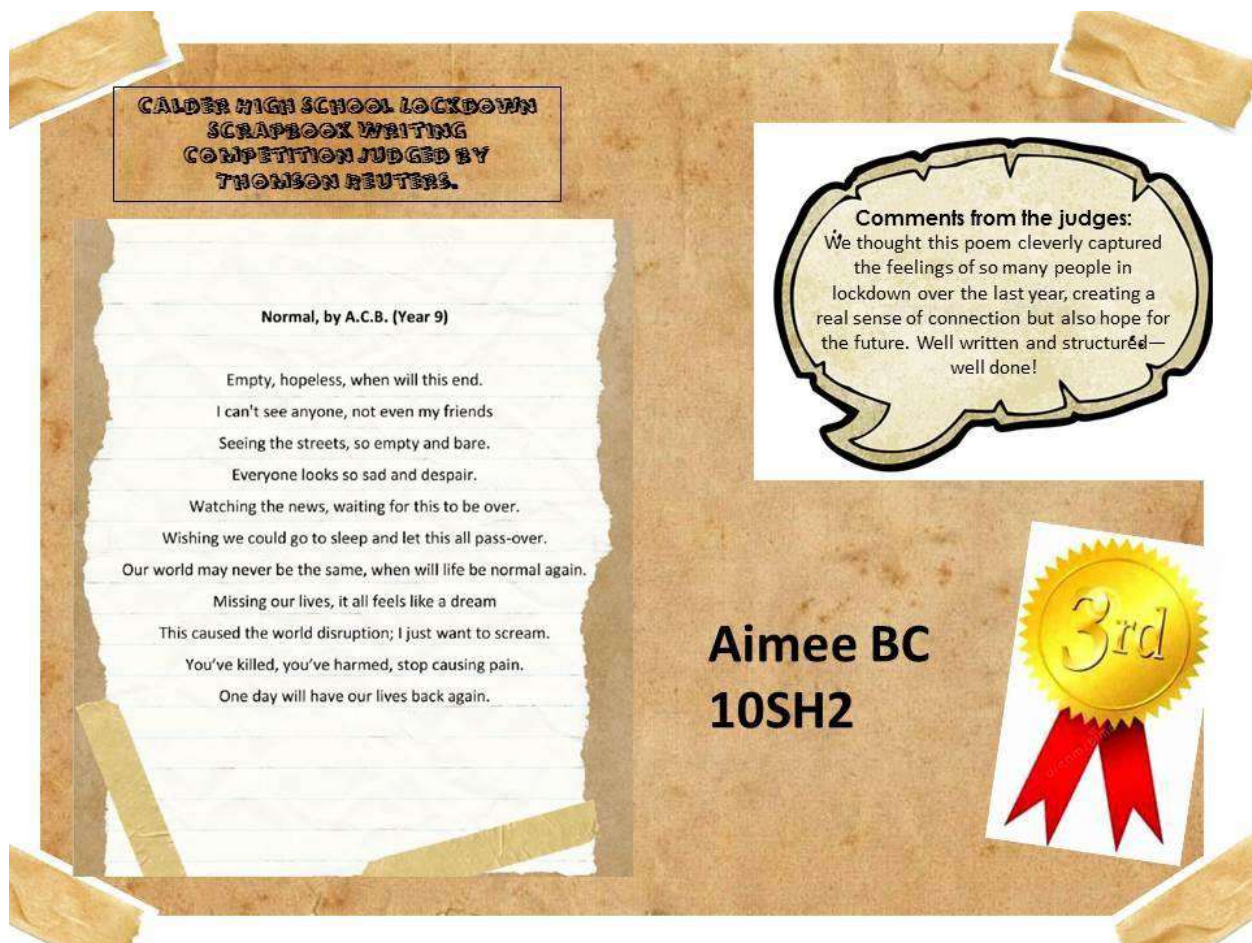


Comments from the judges:

A very strong and touching poem, packed with bold and intriguing metaphors. We loved the flow and structure and were especially impressed by the line "I want to drink the dawn, capture clouds and wear them as a cloak".



**Leela G
10HA1**



Forest School

Dear Students, Parents & Staff

We have been working hard to launch Forest School since returning from lockdown for our students both at Primary and Secondary level. We are lucky that we have an allotment that is a short walk from School and areas within School grounds that we will be using.

Forest School will enable students to experience the great outdoors, learn about our environment whilst developing new skills and gaining knowledge. This will also give us an opportunity to support students, build their self-belief and confidence, develop new relationships and friendships whilst helping them grow and develop in a natural environment.

The Calder Learning Trust Allotment

As you can see from our pictures we have some work to do to bring our allotment back to life. Students and staff will provide the people power to repair, restore, develop and grow but we need donations please. I have attached a list of items that we need, and we would be very grateful for any donation large or small that helps launch this project.

- 4 x Buckets
- Compost
- Gloves assorted
- Wellies assorted
- Soil
- Litter pickers
- Assorted plastic pots
- Garden wire
- Guttering with attachments
- Bark
- Netting
- 2 x Garden forks / spades
- Seeds – Veg
- Fruit trees
- Seeding pots
- 4 x Watering cans
- Seeds – Wild flowers
- Hand held garden trowels / forks

Mr Zallmann



Amazing Creativity in Key Stage 3

Some of The Robot Responses So Far



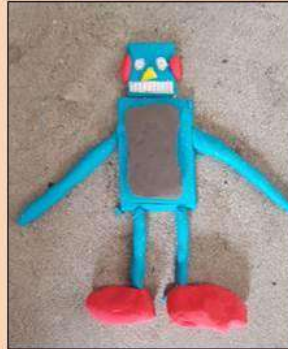
A snow robot sculpture



A robot drawing



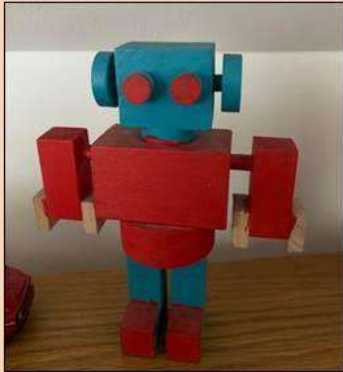
A robot sculpture





An army of assemblage robots





Robot Inspired Cake

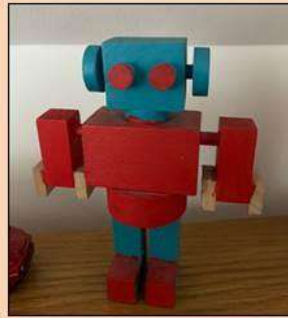




Felt making



Robot inspired nail art



Wooden robot



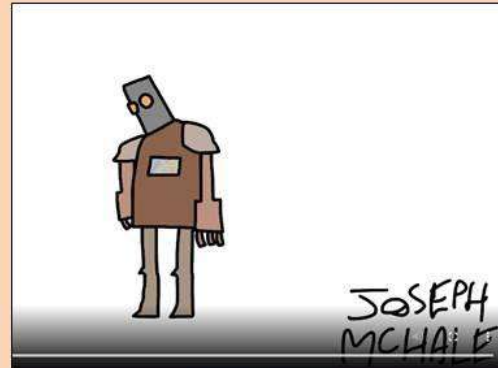
Drawing with stitch



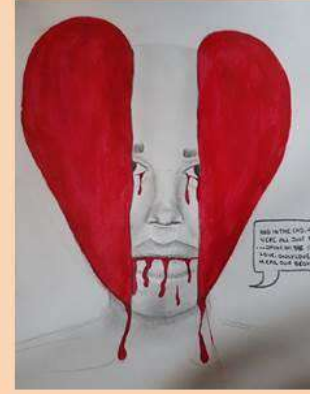
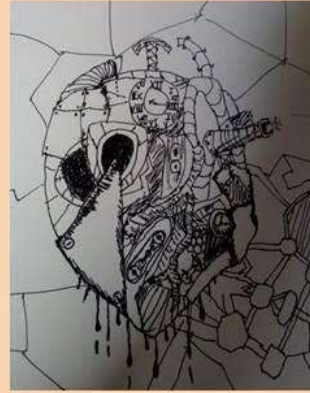
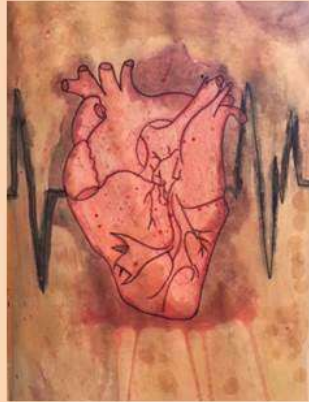
8ST2



Assemblage made from cogs



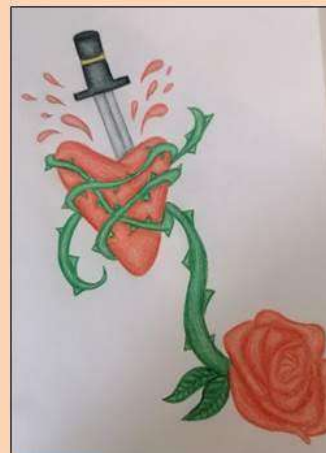
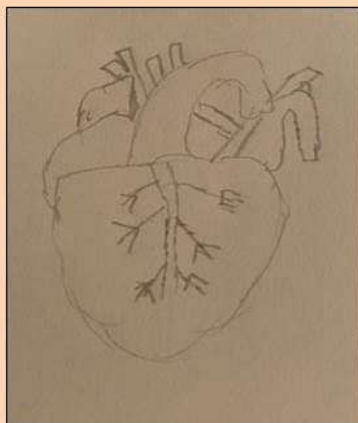
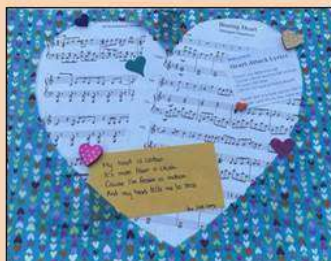
Animation



9SH2

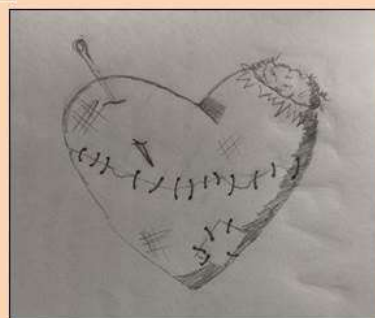


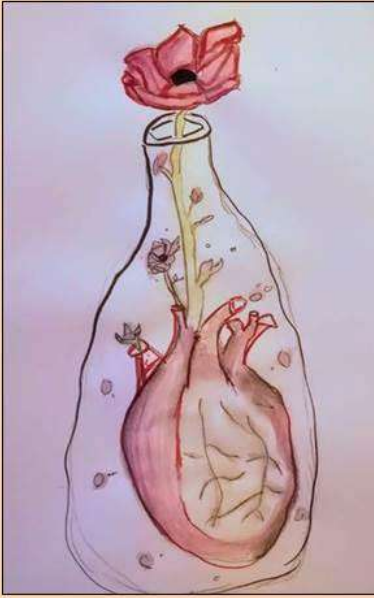
Well done to those who submitted
their hearts work to assignments



9HA2

Hearts Theme Week





9HA2

Being creative with food



Try and photograph on a plain background so that we focus on the food.



Collage and stencilling techniques



Using Minecraft



Digital art: the subject of the love is seen through the heart image



Collage



Illustration of a broken heart



Photography and digital editing



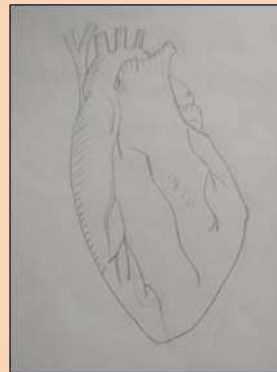
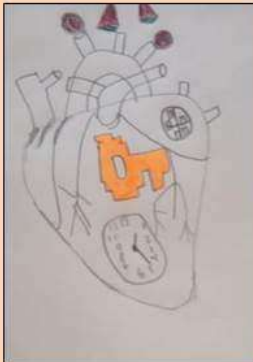
Assemblage using gem stones



Watercolour painting



7HA1

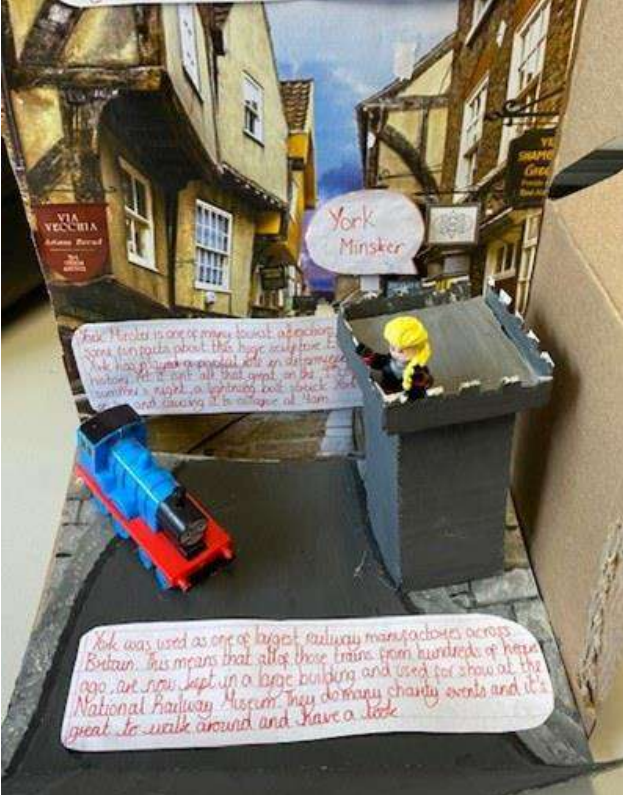


City in a Box

Recently, Mr Washington's Year 8 classes have been showing off their geographical lockdown creativity with a project entitled 'city in a box'. There were some fabulous models made of cities including London, Edinburgh, Copenhagen, Newcastle, Manchester and even Athens. Very well done to everyone who completed this task.

Mr Washington

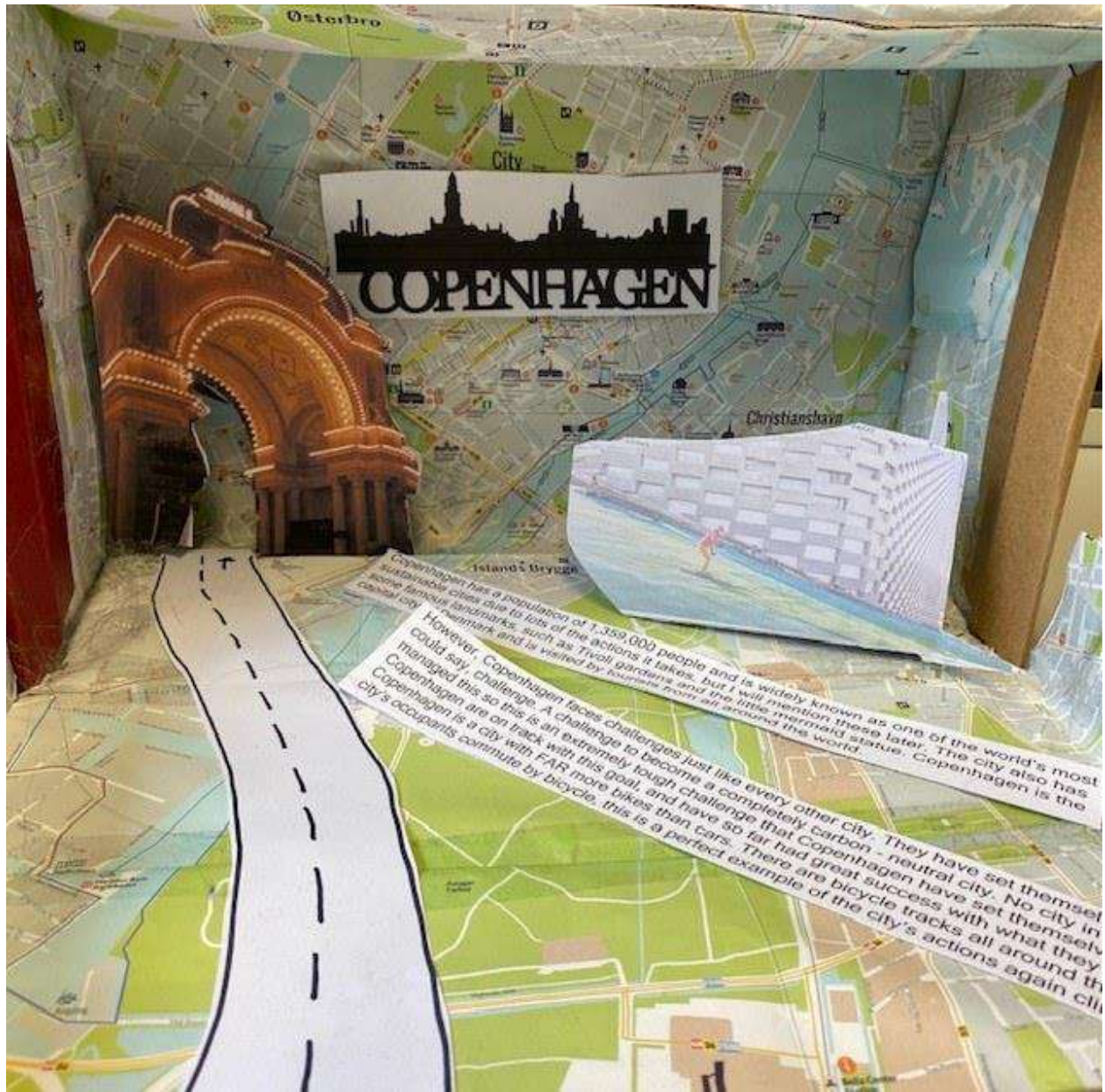
York is located in the north of England. In the last ten years leading to 2011 the population of York had grown at a faster rate than the region and than England as a whole. Some of the streets in York may look unstable but the City is known as a safe and warming place to live yet it can be quite expensive. York has quite a rich heritage which gives the idea that it might be quite wealthy.

















And now for some sports news!

Staff v Students Distance Challenge

Having won the two previous competitions, the students were the favourites to make it 3-0. However, for the first time *the Staff managed to beat the Students!* The staff scored a huge 4337.56km, with the students achieving an impressive 3018.6km.

A huge thank you to all the students who took part in the competition. It was great for both staff and student wellbeing and was a welcome break away from the computer screens!

House totals are:

1st - Wainhouse - 1722.8 km

2nd - Shibden - 1325.08 km

3rd - Hardcastle - 1100.29 km

4th - Stoodley - 977.8

Top Three Students:

1st - Joe Adams - 386.75 km

2nd - Josh Beck - 375.85 km

3rd - Harry Greenwood - 292.95 km

Top Three Staff:

1st - Dr Sharp - 889.74 km

2nd - Mr Webb - 426 km

3rd - Miss Carroll - 267.97 km

Miss Atkin



Calder High PE @chs_pe · 27 Jan
Nathan J adding another 7.57 km for
team students with a couple of walks!
[#StaffVsStudents](#) [#WeAreCalder](#)
[#GetMoving](#) [#InterHouse](#)





Calder High PE @chs_pe · 29 Jan
Jayde M and Imogen NW adding another
7.3 km each for team students!
#StaffVsStudents #WeAreCalder
#GetMoving #InterHouse



Juggling Competition

There were some excellent entries in the Staff v Student juggling competition which took place during remote learning. Our student champion was Bailey Cooke with a massive 94. Fantastic effort Bailey!

It was also great to see a number of parents and family members getting involved in our competition too. I'm afraid to say, Family beat everyone and the parents Champion was Tim Watson with a MASSIVE 369! No one else got anywhere near that score. Mr Guise took pole position for staff with 54. All the videos from the competition can be seen on Facebook (Calder High PE) and Twitter (@chs_pe).

Sorry students, both staff and parents/family beat students as a collective and students had a total of 167, staff a total of 192 and parents took the championship with 546. This means that Staff Vs Students competition is now tied at 2-2. Keep your eyes peeled for the next competition coming soon!

Miss Atkin



House News Update



During the lockdown period, House competitions have continued to progress with many students, particularly Year 7 and 8 participating.

The first competition was the Staff v Student mileage challenge where participants had to Walk, Swim, Bike or Run and submit their distances. This was the third time that we had run this competition and the staff team had been beaten on both occasions so far. Not this time however with a clear staff win. The House winners for this competition were Wainhouse, Shibden were second, Hardcastle third and Stoodley were fourth. The top students in terms of distance covered were, Joe Adams first, Josh Beck, second and Harry Greenwood third. Well done to all the participants.

The second competition again had an active theme, to counteract the long hours spent at Computer screens during Lockdown. For Year 7 and 8 this involved Press Ups and Squats for one minute each. For

Year 9 and 10 this was a co-ordination challenge, doing either keep ups, using a Football or Volleyball, as well as a Tennis ball, alternate hand catches against a wall.

The response was excellent with many good performances. In Year 7 the best overall scores came from Sophie Taylor, Ashton Ingham-Duke, Jack Milnes, Oliver Mortimer, Anika Wade, Isaac Whittaker, Lily Jukes, Gabriel Watson and Spencer Lockyer. With respect to the scores of all the students in each House, the winners in Year 7 were Stoodley, second were Shibden, third were Wainhouse and fourth were Hardcastle.

In Year 8 there were also some fantastic performances with many students involved. The top scorers were, Jackson Derry, Ben Warriner, George Daniels, Sam Thompson, Tom Mckee, Niamh Brennan, Zahira Greenacre, Jacob Foster, Fed Armstrong-Cooper, Orissa Walker-Teal and Sam Hallowell. When all student scores were added together what this meant was that Shibden were victorious, Hardcastle were second with Wainhouse third and Stoodley fourth.

In the Year 9 and 10, co-ordination challenges, there were fewer entries into the competition. The best scores overall however came from Harvey Eccles in Wainhouse, Year 9wa1, Erin Helliwell in 10WA1 and Jack Lord in 10ST1. The overall winner however was Jude Entwistle in 10HA1 with 78 keep ups and 89 alternate hand wall toss catches.

Throughout lockdown, Year 10 Duke of Edinburgh students continued to post evidence on 'edofe' for their three sections. This was run as a House competition to make it competitive as well as useful in terms of completing what was needed for D of E Bronze. The House which posted the most evidence, and with more students having completed sections, was Wainhouse. Second equal were Hardcastle and Stoodley and fourth overall were Shibden. As we are now back at school this competition is over but it remains important that students continue to submit evidence so that they can be successful in completing their Duke of Edinburgh award.

Four more House competitions were then introduced in quick succession. The One Pan challenge where students had to imagine that they were camping and cook a nutritious meal for two using either a camping stove or else the smallest ring on their cooker at home. Next came the Writing challenge where students were asked to use the word 'Hope' as their inspiration and create a piece of writing, or a poem or song. The navigation challenge came next where students had to plan and walk a route either using Strava or a South Pennines Map. If they decided to use Strava, the challenge was to see if an animal shape of some sort could be created by tracing their route. Finally an Art and Photography based challenge again using the word 'Hope' to inspire either great photographs, or else Drawings.

On-going to press, all of the last four competitions were still open, with the addition of the Junk Tower challenge. Here the idea was to build a tower of some sort from junk found at home, that represented a particular Country.

These competitions remain open until Easter and it is hoped that Form Tutors and Heads of Year will help to make them a great success.

Alicia Wright in Year 9 has so far sent the best entry for the One Pan Challenge, hopefully there will be many more to come. Thomas Davies in 7WA2 and Mehvish Javid in 7WA3 have both sent entries for the writing challenge that show definite potential but, as I write, and we return to school, I remain hopeful for more student involvement. Remember, all scores go towards the Calder House Cup that is presented to the winning House at the end of the Year. The scores so far are as follows,

1st Shibden 2800 points.

2nd Hardcastle 2400 points.

3rd Wainhouse 2000 points.

4th Stoodley 1800 points.

So please get your entries in, send them directly to me by email and be a part of the overall House competitions system.

Mr Webb

Duke of Edinburgh News update



Throughout these difficult and challenging times, we continue to look forward to a time when we can get back to something like normality. Many students participating in D of E have continued, however, to send me evidence for their three sections, even though times are tough. This speaks clearly about the dedication of our students at Calder.

In terms of the award going forwards, we have put on hold the launch to Year 9 students. This may or may not, happen this academic year depending on circumstances but it will be launched as soon as conditions allow.

With respect to Year 11 students, Paul Bateman who is our D of E officer at Calder, as well as for the North of England, has looked through student activity on 'edofe' and inserted a generic Assessors report for all those students who have clearly got enough evidence but have been unable to get their designated assessor to approve it. I, in turn, have approved these reports.

With Year 10 students, Paul has also been busy organising a Year 10 D of E Parents evening on March 2nd, as well as looking at student evidence and, once again, inserting generic Assessors reports which I have now approved.

With all of the aforementioned, in terms of D of E we are now in a much better position than previously with, currently, 59 students who have completed all three sections, as well as 37 students who have finished two sections. This means that we can now look forwards to the prospect of organising some sort of Expedition for these completed students, albeit in a very different format than usual.

In terms of D of E priorities, it is important that students try, where possible, to focus on two particular areas if they have finished their online work. Firstly walking and navigation, as we will be incorporating this aspect into the modified expedition. Secondly camp craft skills such as cooking. It is important that students are able to cook a meal in one pan, hence the One Pan Challenge during Lockdown, which would sustain them if they were on a proper expedition. It is ideal if students have a camping stove to do this on but not essential as it can be done using the smallest ring of your cooker at home.

Finally, can I encourage students who have still got evidence to add for their 3 sections to do so as soon as possible. Only those who have completed all three sections will be involved in summer alternative expedition plans.

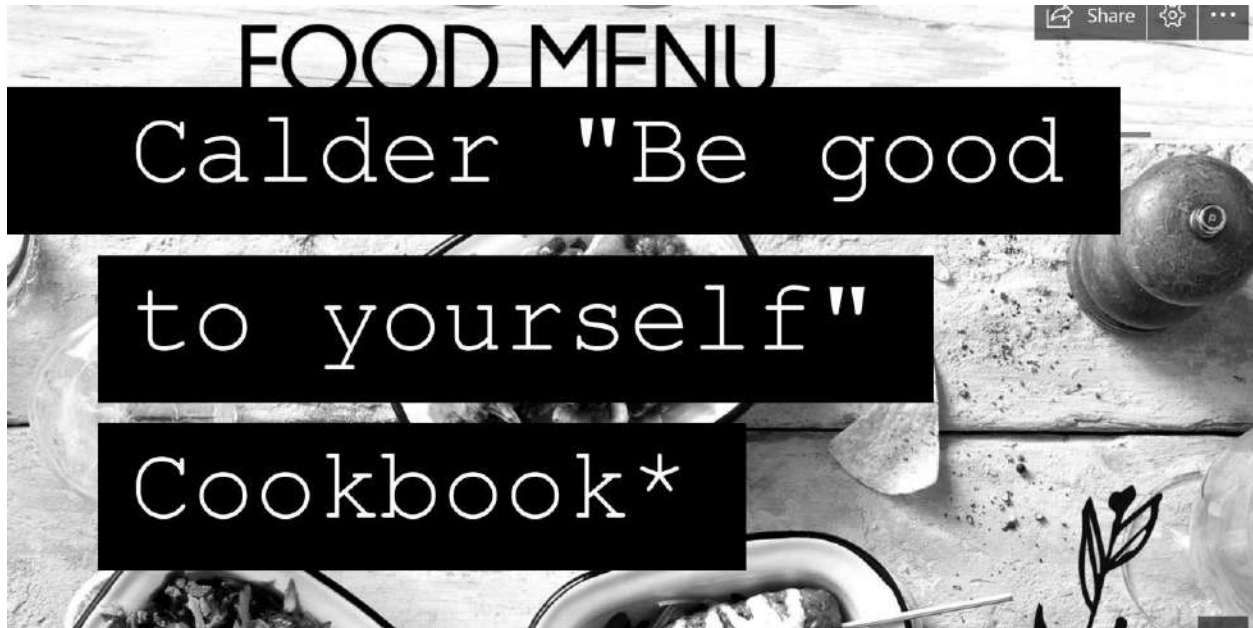
Thank you and good luck.

Mr Webb

D of E Leader

Healthy Recipes For All The Family

The Calder Cookbook is here!



We have had some great reviews on the Calder Cook Book. This is updated and already have some recipe's from students added this week. Please have a look through (watch out for dubious names!) and if you have any great recipes you want to share, maybe with a story behind them, then send to jpenon@calderlearningtrust.com Click on the link below!

[Calder Cookbook](#)

For more recipes please contact the Noak's Ark and ask about their money advice service. They are based in Ovenden.

CHILLI CON CARNE

Approximate cost
for 4

£2.35

INGREDIENTS (for 4):

250-300 grams minced
beef/quorn
1 medium onion
1 tin chopped tomatoes
1 cube frozen garlic
1 tin kidney beans
1 sachet chilli seasoning
1 teaspoon sugar & salt
1 mug basmati rice
'glug' of Vegetable oil

INGREDIENTS (approx. 20):

250-300 grams minced
beef/quorn
1 medium onion
1 tin chopped tomatoes
1 cube frozen garlic
1 tin kidney beans
1 sachet chilli seasoning
1 teaspoon sugar & salt
1 mug basmati rice
'glug' of Vegetable oil



METHOD

1. Put a good glug of oil in to a hot pan and add the chopped onion.
2. Add a teaspoon of salt and a teaspoon of sugar.
3. Cook the onions for 5 mins or so, until the onions have softened and taken on a bit of colour.
4. Add the cube of garlic and stir for a minute or two before adding the mince.
5. Brown the mince for a couple of minutes before adding the chilli seasoning mix.
6. Stir for a minute and then add the chopped tomatoes. Rinse the tin with $\frac{1}{2}$ a tin of water and add to the pan. Cook for 8-10 minutes.
7. Meanwhile place the rice in a pan and wash under running water for 10 minutes. Add the tin of kidney beans to chilli.
8. Once washed add a kettle full of boiling water to the rice (plenty of water!) and place on the hob. Cook for 7-8 minutes and then drain in a sieve.
9. Serve, Job done.

**TIP FOR
COOKING ON
A BUDGET**

*Make a list of what you need to buy
(keep to the list).*



TAX CREDIT OVERPAYMENT BEING DEDUCTED FROM YOUR BENEFITS ?

We can help

Call Noah's Ark on : 01422 364664

CHICKPEA / CHICKEN CURRY

Approximate cost
for 4

£1.98

INGREDIENTS (for 4):

250-300 grams diced chicken breast
Or 3 tins of chickpeas
¼ cup of vegetable oil
2 medium onions
1 cube frozen garlic & 1 of ginger
1 tin chopped tomatoes
1 tablespoon curry powder
1 teaspoon sugar & 1 of salt
1 mug of basmati rice
Handful of coriander (optional)

INGREDIENTS (approx. 20):

1.2 – 1.5 Kg diced chicken breast
or 10 tins of chickpeas
1 cup of vegetable oil
8 - 10 medium onions
5 cube frozen garlic & 5 of ginger
5 tin chopped tomatoes
or 25/30 fresh tomatoes
5 tablespoon curry powder
5 teaspoon sugar & 5 of salt
1 Kilogram basmati rice
A few handfuls coriander (optional)



METHOD

1. Using a cheese grater, (or if you have a food processor use it) grate the onions and add to a pan with the tin of chopped tomatoes.
2. Add the ginger, garlic, salt, sugar and curry powder. Bring to the boil.
3. Add the chicken or chickpeas. Simmer for 10-15 minutes.
4. Meanwhile place the rice in a pan and wash under running water for 10 minutes. Once washed add a kettle full of boiling water to the rice and place on the hob.
5. Then add the vegetable oil. Add more if you like a slightly oilier curry.
6. Cook the rice for 7-8 mins until the grains are firm but not gritty.
7. Drain the rice in a sieve.
8. Finally add the coriander if using.
9. Serve, Job done

**TIP FOR
COOKING ON
A BUDGET**

Plan your meals for the next few days



ARE BAILIFFS CAUSING YOU DISTRESS ?

We can help

Call Noah's Ark on : 01422 364664



Calder Cares is part of our website that offers students and parents support in a variety of areas, counselling, identity, self harm, bullying, safeguarding etc. For more information please [click here](#)

If you do have any non-urgent safeguarding concerns, you can always email Mrs Baxter through parentenquiry@calderlearningtrust.com . Any urgent safeguarding concerns should be reported to the Police or MAST at Calderdale on 01422393336



Parent Support Group



Calling parents & carers of children & young people (5 to 18 yrs)

We are offering a safe, non-judgmental, relaxed space for you to::

- Be in a small group with other parents or carers (at first this will be online)
- Talk about parent and carer 'stuff' that is important to you
- Consider and share ideas about what it is like to be a parent or carer
- Learn about 'what works' for other parents or carers of young people
- Find creative ways of learning from each other

If you want to be part of one of the two new groups for Calderdale parents and carers, we would love to hear from you. By taking part, you will be helping to inform and shape future groups that we deliver.

Noah's Ark Centre
Safe Haven and Place of Hope



TIMEOUT
The Safe Place

Open Minds
For Children and Young People in Calderdale



For more details or to sign up:

Call Natalie on 01422 300457

Or email Michelle on michelleb@noahsarkcentre.org.uk

Bereavement Counselling

The Calder Learning Trust is working with 'Wellbeing' to support any of our students who experienced the loss of a loved one over the past few months. If your child has been affected and you would like some support for them, please email Mrs Baxter, the Safeguarding Manager at nbaxter@calderlearningtrust.com