

## HEADMASTER'S WELCOME

Having just read the newsletter before writing this introduction, my main message to you if you've even got this far into the intro, is to read the whole thing! Each week I am delighted at the breadth of voices who contribute and the picture painted of a flourishing and lively pupil body who throw themselves into life at school with such gusto.

I have particularly enjoyed assemblies again this week, with pupils involved in all three - Phab club presented on the power of the experiences they share with the guests to instil change - a change in outlook or perspective provided by the hugely positive relationships they build by being involved. Then some Sixth Formers presented to the younger pupils about UK parliament week to help them understand the way parliament works and laws are made, and yesterday the Upper School assembly was treated to a fascinating exploration of Mars, on 'Red Planet Day', the history of our increasing understanding of this neighbour in our solar system through to the possible future exploration and - if Elon has his way - habitation of Mars.

A plethora of debates have taken place recently, with the Prep Debate described within the newsletter, the first round of House Debate having taken place recently, and the results of the Debate Society show debate (which took place during assembly last week) being announced in Assembly on Monday. The skills that this particular discipline develops in those who take part build confidence, articulacy, flexibility of mind, and are highly sought after by employers!

Information on Giving Week is provided within, please do look through and help your children make a difference to the lives of others this

Christmas, as we look to support local food banks who play such a vital role in our wider community. Thank you.

I very much look forward to Memento on Sunday where we will join in festive song in an event for those living with dementia, their loved ones and carers, and anyone who cares to join us (1pm in the Dining Hall - please feel free to come along), followed by the excitement of the singing Christmas tree on Yarm High Street as part of the festivities for the Yarm Christmas lights switch-on. I will be on the tree somewhere, hopefully not too high up..

Dr Huw Williams



Full report on the fantastic Fifth Year play, Journey's End, inside!

## WORKING LUNCH WITH MATT MEASOR

In the ten years since he left Yarm, headed for LSE to study the incredibly competitive Economics and Maths, Matt has achieved a lot. Initially at Barclays and now at Monzo. Describing his current mission as being to revolutionise traditional banking norms and champion financial inclusion in the workplace and beyond, all whilst rapidly launching customer-centric products, Matt is clearly thriving in his role as afintech leader. Detailing his trajectory from A Levels in Economics, History, Maths and FM, describing his strategic choice of

University modules and expounding on the value of Spring Weeks and the challenges of securing much sought after internships. Matt was open in explaining his current role, and how he developed Monzo Flex, he elaborated on the benefits of working for a challenger bank, and happily answered a multitude of questions relating to work-life balance, remuneration, flexible working and more. It was lovely to hear from Matt, who due to work commitments carried out his Working Lunch via Google Meet, and he has promised to come in to

see us in person in the not too distant future. We are grateful to him for his generosity of time and ongoing support of the EconBus Department.

Miss C Rhodes



## FAITH MUSEUM VISIT

On Monday the 25th of November, our Fourth Year RPE GCSE class visited the new Faith Museum in Bishop Auckland. It was a great experience, where we had the opportunity to see the development of religion over time; not just Christianity, but also Islam, Hinduism and Sikhism. The museum itself was easy to follow, due to the chronological order of events, and our tour guide was kind and informative. We also had the

chance to immerse ourselves in interactive activities, where we were analysing Bible stories (Saul's conversion and Jesus on the Road to

Emmaus) in artwork.

Sanju Vasireddy and Janvi Chelliah,  
Fourth Year



## JOURNEY'S END - FIFTH YEAR PLAY 2024

Journey's End was, until recently, a set text for GCSE pupils at Yarm School. I've always assumed that the exam board chose it because it is a moving story with real literary merit whose central characters are relevant to our pupils: Raleigh has just left Independent School to fight in the war; Stanhope, just three years older than him, was his school prefect; Osborne is a school-master and former international rugby player. Many of the things that make it a great text to study in the classroom make it difficult for school-aged children to perform. Most importantly, the characters have to be strikingly different and clearly drawn: Raleigh's innocence has to contrast Stanhope's experience; Hibbert's cowardice has to contrast Osborne's bravery; Trotter's humour and appetite have to contrast Mason's weary cynicism.

I was therefore immensely proud that our Fifth Year pupils did such a stunning job of bringing these characters to life. They rehearsed the play in just six weeks - a tight and intensive rehearsal period for such a wordy text - and produced something really moving and polished in that time.

Niamh Boddy was excellent at Mason's dry cynicism, playing off the humour of Trotter's character, which James Goodall performed brilliantly. It was a delight to see both of them

realise quite how funny the audience were finding their characterisation as the week progressed.

The central characters were ably supported by a talented ensemble too. Charlie Bernard captured Hardy's gleeful cruelty as he escaped death at the start of the play; Anna Kurlose and Aishani Gupta were utterly crucial to making Act III of the play feel as panicked and intense as it needs to; Elizabeth Neilson got the colonel's emotional detachment really well too.

Oscar Galloway and Shlok Arcot also played crucial characters, Oscar as the naive young Raleigh whose enthusiasm offers such a marked contrast to Hibbert's shell-shocked, traumatised cowardice. Both actors did a wonderful job at these extreme emotional edges of the play.

Special praise does, though, have to be reserved for Isabella Turnbull and Isaac Akowuah who performed as the central pair of Stanhope and Osborne. They are mammoth, marathon parts, and complex characters. So much of Journey's End is unspoken: fear and longing masked beneath a stiff upper-lip. I was immensely proud watching these two teenagers



manage to show an audience all that was going on beneath the surface.

They were helped, I think, by a wonderful set that brought the audience into the dugout with the actors, allowing each facial expression, each small gesture, to be seen - but that had its challenges too.

Yarm Town Council working with Yarm School, present:

# Christmas Lights Switch-On

## CAROLS ON THE COBBLES WITH THE SINGING CHRISTMAS TREE

**SUNDAY 1ST DECEMBER  
YARM HIGH STREET**

From 2.30pm onwards, enjoy:

- Festive food & drink
- Christmas trinkets
- Children's fair rides
- Face painting
- Strolling musicians and performers
- Solo artists
- Panto banter from Tom Rolfe's Snow White
- A special visit from Father Christmas!



Find all the songs and lyrics by scanning this QR code.



This QR code takes you to [yarmschool.org/singing-tree](http://yarmschool.org/singing-tree)



Photo credit: Ian Allcock, EnA Photography



Yarm Town Council



Stockton-on-Tees  
BOROUGH COUNCIL



YARM SCHOOL  
EDUCATING FOR LIFE



## MORRISBY CAREERS SUPPORT NOW COMPLETED

This week saw the culmination of the Morrisby Careers support for the Fifth Year pupils. As you may recall, several weeks ago they underwent almost two hours of psychometric testing, culminating in a detailed report of their abilities, aptitudes and interests. This report can be viewed by the pupils and shared with parents by logging into their Morrisby account. This week all of those participants were interviewed by an external, highly qualified and independent careers advisor. The half hour interview builds on the report and the preparation made in advance by the interviewer, and then seeks to interpret and advise the pupils on future steps. As with all careers guidance, nothing is set in stone or definitive, but rather is designed to contribute to thinking flexibly about future decision-making, and opening eyes and minds to a greater range of possibilities for the future. My thanks to the pupils for their focus, diligence and engagement in the process, to the Fifth Year Head of Year, Mrs Waters and her team of tutors for their guidance and marshalling of the pupils, and finally to the advisors for their time and expertise.

Mr S Edwards

## JOURNEY'S END (CONT.)

The performers had to cope with having the audience in quite intimidating proximity!

As a director, all you can really ask for is a committed, talented cast who give their all to bring your ideas to life. This wonderful cast certainly gave me that, fitting in lots of rehearsals around their busy GCSE schedules. I am also immensely grateful to the technical team at the Princess Alexandra Auditorium who turned my half-baked description of an underground World War One dugout into concrete reality. I really

could ask them anything - Can I have moonlight down the trench steps? Can I have bombs exploding on the roof? Can the lights flicker like the electricity is dying out? - and they somehow made it happen.

Many of the audience members who saw the play have since written to the cast to congratulate them on telling such a gripping and moving story so maturely and professionally. I would certainly echo those comments.

Mr L Gilbert

## TUESDAY AT 3 - TIME FOR TEA?



Tuesday Period 6 and Miss Rhodes led a procession of the Lower Sixth Yarm Apprentices down the High Street Pied Piper style! Destination Hobo!

Lady Sugar No.3, aka Lucy Bonnard-Spence owner of Hobo, welcomed the students in, and set out the requirements of their next challenge. The teams must devise two new menu items, a smoothie to retail at £4.20 (maximum) and a healthy hot food to retail at £8 (maximum). Each must have a 70%

profit mark up, a USP and be easy to produce given the limited space and preparation resources in the Hobo premises. With PMs Pippa and Freya to be assisted by Subteam Managers Cameron M and Ria, the teams have until the New Year to conduct thorough market research and develop concepts ready to pitch to Lady Sugar on the 14th January, with the potential for the winning items to be added to the Hobo menu.

Miss C Rhodes

## GEOGRAPHY SOCIETY: FLOODING IN SPAIN

Our Geography Society enjoyed a wonderful talk by Florrie Tompkins, Upper Sixth, on the recent floods that took place in Spain.

She expanded on physical, human and geopolitical factors in her consideration of why the floods had such a big impact. The session finished with lots of questions from the audience.



Mr R Ivey

## GIVING WEEK

Our first whole-school charity week is Giving Week from Monday 2nd to Friday 6th December.

The Giving Week is an opportunity to consider the impact that material objects have on people's lives and how donating unneeded things to those less fortunate than ourselves can make a big, positive difference.

This is especially true for the festive period, where we are all exposed to many adverts focusing on buying and owning more "things". When considering this along with the increasing cost of everyday items and food, we have chosen as a school to focus on supporting food banks this year.

Each house has a different focus, as detailed below, in order to cover the range of items that are needed and in high demand.

Friday 6th is Christmas Jumper Day! Please bring in £2 to wear a christmas jumper with your normal school uniform to raise money for the House charities.

### AIDAN HOUSE - CANNED GOODS

These should be any canned food such as:

- ★ Soup
- ★ Tomatoes/ pasta sauce
- ★ Meat
- ★ Vegetables
- ★ Fruit



### BEDE HOUSE - Drinks

- ★ Tea/coffee
- ★ UHT milk
- ★ UHT Fruit juice



### CUTHBERT HOUSE - DRY GOODS

Any boxed or packaged food such as:

- ★ Cereal
- ★ Pasta
- ★ Rice
- ★ Lentils, beans and pulses
- ★ Biscuits



### OSWALD HOUSE - TOILETRIES

- ★ Toiletries – deodorant, toilet paper, shower gel, shaving gel, disposable razors, shampoo/conditioner, soap, toothbrushes, tooth paste, nail clippers
- ★ Household items – laundry detergent, sponges/cloths, washing up liquid
- ★ Period products – sanitary towels and tampons
- ★ Baby supplies – nappies, baby wipes, baby wash



## RELIGION PHILOSOPHY AND ETHICS TRIP TO NEWCASTLE

Last Wednesday, our fifth-year RPE class journeyed to Newcastle to experience Hindu and Christian worship in person. We stopped by the ISKON Temple first and met a lovely lady named Kritida who guided us through puja (worship) and provided us with her insightful thoughts when answering our questions. After the fascinating Q&A session, Kritida invited us to try on some traditional clothing: sarees. The vibrant colours and lustrous material of the sarees made everyone eager to try them. Our last few minutes in the temple were spent learning a beat on the mridanga, a traditional drum made with a pumpkin.

We then stopped by the Newcastle Cathedral and participated in a service conducted by Revd. Canon Zoe Heming. Afterwards, we spoke with Revd. Canon Zoe and gained some new knowledge about the Anglican denomination of the church and a principle named 'the three-legged stool'. She told us about the work of the church in the community, such as the 'Recovery Church' session to help people overcome addictions of all kinds. They are also part of the 'Lanten project' to help raise awareness about sexual violence. At the end of our discussion, we were invited to visit the church cafe, staffed by reformed individuals released from prison. Their brownies were REALLY good.

Overall, the trip was very informative, and I'm confident that it was a significant help to supplement our understanding of RPE as it lets us experience different cultures, traditions, and religions firsthand.

Anna Kurlose, Fifth Year



*Click here for tickets!*



# COMMUNITY CHRISTMAS CONCERT

IN THE PAA

**SATURDAY, 7TH DECEMBER, 6:30PM**

**SUNDAY, 8TH DECEMBER, 2:00PM**

*Yarm School's annual festive favourite - don't miss it!*

**TICKETS £6 - [WWW.THEPAAONLINE.ORG](http://WWW.THEPAAONLINE.ORG) - 01642 792587**





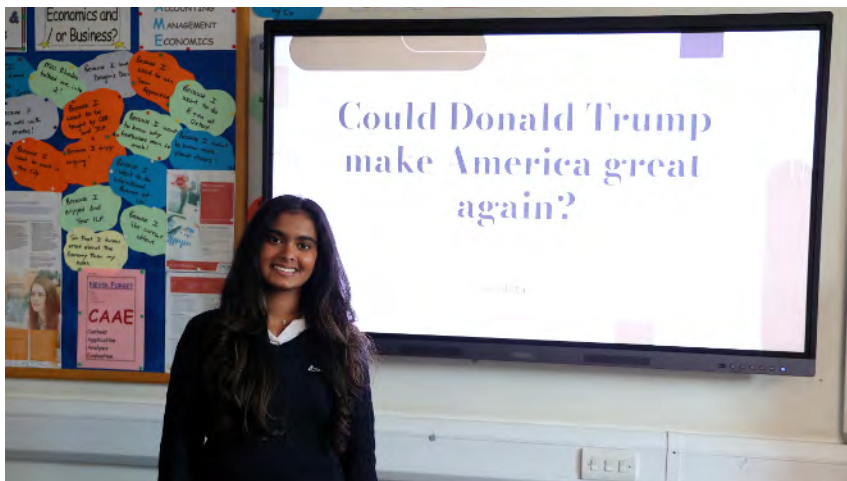
## TRUMP...TARIFFS...TRADE....

Undoubtedly contentious topic matters for a Thursday lunchtime, but Upper Sixth Economist Ishita managed to calmly and neutrally educate the assembled Sixth Form audience on the potential economic implications of the U.S.

President-elect's policies. Initially separating rumour from fact, she examined which policies are promised, which are probable, and which are merely possible and explained to the non-EconBus students in the room what tariffs actually are! Her research was

thorough, her delivery calm and purposeful and there is little doubt that the assembled audience left with greater understanding of how trade protection actually works as well as an appreciation of what is known and what at present is merely supposition! We are grateful to Ishita for being so generous with her time. Remember there are still a few free slots in the EconBus Soc calendar for members of the Lower Sixth who are inspired by the fabulous, predominantly Upper Sixth presenters!

Miss C Rhodes



## PAA Gift Vouchers - Now Available!

Stuck for a special gift idea?

Share the magic of theatre this Christmas with a PAA voucher you can use to see everything from fantastic music, moving live theatre, NT screenings and more!

Buy online at: [bit.ly/paa-voucher](https://bit.ly/paa-voucher)

## THE STUDENT MAGAZINE'S ECO-FRIENDLY ENTERPRISE BRINGS FESTIVE CHEER AND FUNDS

This year, the Christmas Market wasn't just about celebrating the season; it was also an opportunity for The Dovecote's Editorial Team to flex their entrepreneurial muscles. With a mission to support our student magazine and contribute to a good cause, we embarked on a creative and eco-friendly fundraising journey.

The idea came from Isabella Williams, whose innovative thinking led us to collaborate with the pre-loved uniform store (thank you, Louise!). Together, we sourced old pinafores and skirts, which were destined for new life as handmade hair accessories. Ms. Jackson and Miss. Breslin generously offered their lunchtime breaks to help us craft the items, a process that turned out to be more challenging than expected - taking the skirts apart was no easy feat! However, with teamwork and determination, we soon had a collection of beautiful accessories ready to sell. In addition to our accessories, we decided to offer glitter tattoos to add a sparkle of fun for visitors.

On the big day, we arrived at 8 a.m. to set up our stall in the grotto. Excitement was in the air, but so were nerves. For the first hour, things moved slowly, but by 11 a.m., the crowds began pouring in, and our worries about shifting our stock melted away. The addition of the glitter tattoos proved to be a massive hit, drawing even more attention to our stall.

From that point on, our stall was a hub of activity. The queue seemed endless, and the cheerful atmosphere of the grotto kept everyone's spirits high. Between 12:30 and 2:30 p.m., the excitement reached its peak with a surprise visit from Tom Rolf and the cast of Snow White. Together, students, visitors, and even the pantomime characters joined in a singalong of Christmas classics, creating a truly magical moment.

Throughout the day, the stall was manned by a dedicated team of students: Danai, Sarah, Isabella, Arthana, and Mahanya. Working in shifts, we greeted customers with

enthusiasm, handled sales efficiently, and kept the festive spirit alive. By the end of the day, our efforts paid off.

We were thrilled to announce that our stall raised an impressive £343.60. After covering the running costs of the magazine, all remaining profits will be donated to the Halo Project Charity, supporting female victims of abuse for those from marginalised communities.

This event not only promoted the creativity and dedication of our Editorial Team but also proved the power of community and teamwork. To the YSA, everyone who visited our stall, supported our cause, or simply sang along to a carol in the grotto - thank you for making this fundraiser a resounding success.

Here's to more opportunities for innovation, kindness, and collaboration in the year ahead!

Danai Mawoko, Fourth Year &  
Sarah Abbas, Fourth Year

*The Dovecote Lead Editors*



## UK PARLIAMENT WEEK



This week and last Yarm School has been marking UK Parliament Week. Driven by the Lower Sixth and Upper Sixth students from the Politics Department, the aim was to increase understanding and awareness of the role and importance of Parliament.

The week began with a visit to the Prep School with Sixth Form students leading an assembly and Q&A session with the pupils. Throughout the week there were also information drops into the Google Classrooms of relevant videos and factsheets so that all senior school pupils could sharpen up on their knowledge. This was put to text last Friday in the Dovecote when junior pupils competed in a political general knowledge quiz, again led by

volunteers from the Politics Department. There were also a number of debates held last week, exploring related themes and operating in the style of the House of Commons. This week also saw a lower school assembly delivered by the students on the theme of Parliament.

It is perhaps all too easy to hide away from and not confront that which confuses us. Something as significant as our democratic system demands to be understood, so such opportunities are vital to slow grow our knowledge and gain greater confidence listening and talking about such matters.

Mr S Edwards

## ETHICS WALK & TALK



Every Wednesday at 1 pm, a group of us gathers with Mrs Lodge in RP1 for a lively discussion inspired by the thought-provoking scenarios in the book 'The Pig That Wants to Be Eaten' by Julian Baggini. We've debated fascinating questions, such as the analogy of God as an invisible gardener, the ethics of taking a life-long pill, and the intersection of politics and philosophy, among many others. These sessions are engaging, thought-provoking, and always leave us with fresh perspectives, making them a highlight of the week that you won't want to miss!

Anoushka Paul, Upper Sixth



## FAME AFTER YARM...

This week Miss Rhodes interviewed Finlay Carter who has recently been successful in securing a highly competitive apprenticeship with Deloitte: the Bright Start Higher Apprenticeship programme in Audit based in Newcastle and starting September 2025.

*How did you first hear about it?*

I found the apprenticeship as I was researching the pathway of Accounting and Finance. I knew about the "Big 4", and wanted to apply to Deloitte as it is known as the biggest firm. I decided to apply for work experience at three of the four companies over the summer, and was successful in getting in all three. Deloitte's ethos as a company stood out to me. I further applied to the apprenticeship and was successful.

*What in general was the application process like and how long did it take from first applying to getting it?*

I applied for the work experience in March, and completed an online exam around this time that allowed me to get on to the work experience. From here, I was fast tracked to the apprenticeship programme, where I did a 'job simulation' exam which took around 2 hours. I was successful in this and was given a final interview. I completed this final interview two weeks ago, and was offered the apprenticeship the same week.

*Why did you opt for the Apprenticeship route rather than Uni?*

I am keeping my options open. I'm still applying to university as I may still choose to go to uni, but something may change my mind over the next 6 months. I think it's important for me to understand the opportunities of both pathways - especially with the rising costs of university and if I don't get into my preferred uni, I know I definitely have this offer.

*How did you first out about apprenticeships in general and how did you find out more?*

I attended the FAME Career Cluster and Conventions at Yarm, along with FAME EconBus Working Lunches and I got in contact with some of Miss Rhodes's former pupils now completing or have completed apprenticeships. I took their advice and researched further into the companies, work experience and apprenticeship programmes.

*What do you think has helped you secure the apprenticeship - what do you think they are looking for?*

The most important thing is showing the company why you have motivation to pursue this path. Make sure you research and deepen your understanding of a career in finance and why you want to do it, the qualification you get from the apprenticeship and why you like 'Deloitte' (or whatever firm it is) as a company. These three things are the backbones to most of the questions they will ask you.



*Do you have any advice for students in the year below thinking about applying to either Deloitte or apprenticeships in general?*

Apply early and research into different companies early, if you know you want to go into finance. These firms are very competitive. This is especially important for the work experience, as you get fast tracked through from the Deloitte work experience on to the Deloitte apprenticeship. This gives you an even better chance of getting on to the apprenticeship.

In the various interviews over the process, online or the final in person one, I prepared some answers to questions I would likely to be asked. This meant I had a few key things in mind that have done in the past- such as having a job or the work experience I have done - that I knew I could link to situational questions they might ask me.

Most importantly, don't be nervous. They're looking for someone who is confident and can deal with clients. The interviews are for you to prove to the company that you're the right person for the job.

COME ALONG TO YARM SCHOOL FOR A  
DEMENTIA FRIENDLY SINGALONG



# JUST LIKE THE ONES WE USED TO KNOW



**SUNDAY 1ST DECEMBER**  
**1PM - 2:30PM**  
**YARM SCHOOL**

Join us as we come together for  
a Christmas Singalong, Memories  
and Refreshments

Free Entry

To book places please contact  
[admin@yarmschool.org](mailto:admin@yarmschool.org)



**Memento**  
Dementia Friendly Music

## PREP SCHOOL DEBATE

Thursday afternoon, saw the Prep School hall come alive with spirited discussion as over 30 Sixth Form students packed into the venue, eager to witness, watch and judge the junior debating competition. The young debaters' arguments sparked heated discussion on the motion: 'This house believes that we should explore space before we fix the problems on Earth.'

The debate was captivating from start to finish, with the Proposition - consisting of Jake, Thomas, and Aditi - launching their case with bold, futuristic arguments both ethical and economical. They urged the audience to consider humanity's long-term survival, emphasising that space exploration is not just about ambition but necessity. Aditi opened the debate with style, her enthusiastic delivery and crystal-clear projection drawing the audience in as she took the stage. Thomas followed with a more measured approach, carefully framing the argument for the economic benefits of space exploration including job creation and technological innovation. He also promoted the ethical debate about reducing climate impact by sending people to space. The final speaker from the proposition was Jake; armed with strong natural delivery, confidence and no notes, he closed the case for the Proposition, leaving a very strong impression with a long speech including a crafty rebuttal point stating how we don't have to

leave our loved ones behind.

The Opposition - Andrés, Jack, and Kaiden - met their challenge with precision and persuasiveness. Their eloquent arguments centered on the economic impracticality of space travel. Andrés cleverly highlighted the astronomical costs, which he said ranged from \$20 to \$50 million per person for orbital travel, money he felt could be better spent on improving Earth today, through creation of more renewable electricity sources, and charity work. Jack expanded on the social inequities the expenses could create, pointing out that only the wealthy might benefit from space travel, leaving the poor to battle with Earth's deteriorating environment. He demonstrated how this would increase the rich-poor divide further, slightly undermining the proposition's claim that it would benefit society long term. The final speaker of the debate was Kaiden. The standout performer delivered quick rebuttals and counterpoints with a rhetorical finesse and humour that engaged the audience. His adaptability during the debate, combined with a commanding presence and excellent debating technique, made his contributions especially memorable.

The judges posed challenging questions to both teams, intensifying the debate. The Proposition was asked to justify the significant costs associated with space exploration.

Jake responded with confidence, arguing that the potential discovery of new resources may eventually make such ventures economically viable, stating that with time the costs would reduce and it would be more accessible to all, like cars for example.

Meanwhile, the Opposition faced questions about alternative solutions to Earth's growing population. Andrés proposed exploring the potential of underwater homes, a creative and forward-thinking idea that captured the judges' attention, and demonstrated his knowledge, research and vision for the world.

Ultimately, given such strong performance from both sides the judges were faced with a difficult decision of whom to determine the winner. The debate was marked by moments of exceptional skill from both sides. The Proposition discussed the future of humanity, pointing to the scientific and technological advancements driven by space exploration painting an optimistic picture of innovation and opportunity, urging the audience to think big. On the alternative side of the coin, the Opposition provided a strong, grounded and pragmatic approach with memorable counterarguments, reminding everyone of the pressing need to address Earth's problems first, all the while articulating their gratitude for the beautiful planet that we live on, with excellent points about the

## PREP DEBATE (CONT.)

challenges of human colonialism and the dangers of alien encounters adding a creative spark to the discussion. A heartfelt thank you to all the debaters and especially to Ellie and Aspara for preparing and delivering such a high quality debate which all the Sixth Form debaters were incredibly impressed with. We all hope that the prep debating society continue developing their skills and continue showcasing their intelligence, spontaneity and creativity for years to come.

While both teams demonstrated exceptional skill, it was the Opposition's precise rebuttals and cohesive teamwork that tipped the scales in their favor. Their ability to address the motion's complexities and deliver persuasive arguments with such composure secured their victory.

At the end of the day, it is worth mentioning how this debate was so much more than just an academic challenge; it was a demonstration of the power of young minds to think, to speak, and to explore some of the

most pressing questions of our time. The Prep School students showed that, regardless of whether their future lies among the stars or beneath the waves, it will undoubtedly be shaped by powerful voices like theirs, advocating for discussion, collaboration and communication.

We should take inspiration from young people who engage in such debates and feel empowered to use our voice for good.

Rishi Chawla, Lower Sixth

## TIM ELLIS-DALE DISCUSSES THE 'POLITICS OF MASCULINITY' WITH THE POLITICS SOCIETY

On Friday lunchtime the Politics Society hosted a historian from Teesside University to explore the topic of masculinity. As a historian at Cambridge, Belfast and Teesside, Tim has a far-reaching understanding of the shifting nature of sex and gender through history, and was able to demonstrate this through his engaging workshop. There were numerous asides showing how things presented so very differently across the centuries and in different cultures.

The session, very much more of a workshop than a lecture, involved high levels of discussion and debate, reflecting on the way identities can be constructed. It was interesting to note that whilst it was much easier

for students to deconstruct aspects and manifestations of femininity, doing the same with masculinity proved more challenging. The students responded very well to the entire lunchtime session, not only in

the session itself, but in their reflections afterwards. We are most grateful to Dr Ellis-Dale for his visit and sharing with us such interesting and intriguing insights.

Mr S Edwards



## MMIS FOR THE MDVS

This week saw the delivery of this year's Mock MMIs (Multiple Mini Interviews). This is a common form of interviewing for applicants of Medicine, Dentistry and Veterinary Science, and is increasingly being used further afield. It is a shorter, pacier form of interviewing that more conventional one-on-one or panel type arrangements. The arrangement consists of a number of stations designed to test key skills, attributes and knowledge in the form of very short interviews. The programme is designed and orchestrated by Mr Newman, Head of Biology and the member of staff responsible for Health Professions applicants. The system quite brilliantly mirrors the 'official' experience that many students will face if interviewed.

Twenty students, including seven applicants from Eggescliffe School, experienced ten different stations during these interviews with members of staff. The focus of the interviews included the topics of ethics, teamwork, NHS values, communication, integrity, critical thinking, resilience and calculations. The rapid fire nature of the process requires considerable mental agility, for which the students had been preparing for this event beforehand, not least through the MedSoc activity. Mr Newman will now debrief all of the students with their scores for each station/skill, as

well as passing on helpful comments and advice from all of their interviewers. Our appreciation is also extended to the group of Yarm School staff and the Head of Sixth Form from Eggescliffe School who gave generously of their experience and expertise, as well as a couple of hours of their evening in order to interview the students.

We have grown accustomed to the organisational skills, professionalism, precision and polish, with which Mr Newman delivers, and this week's event was no exception. The whole

experience prepares the students for interviews, but beyond this also demonstrates the very high standards required in general within the health professions. It was immediately obvious to the students themselves that they had been put through a demanding, exacting and authentic round of interviews, that will certainly stand them in good stead in their applications, for which we wish them all the very best in the weeks ahead.

Mr S Edwards





## 'DEAR EVAN HANSEN' AT SUNDERLAND EMPIRE

On the 21st of November, Yarm School's book club joined forces in The Sunderland Empire to watch the long awaited stage production of the musical "Dear Evan Hansen". The storyline follows Evan Hansen, an older teen with searing social anxiety

in search of some kind of friendship- when he comes across Conor Murphy. As the plot's knot tightens, we see how Evan Hansen finds himself stuck in the thick of a plaguing disaster of his own creations, and is forced to give up the life he's always dreamt of.

The story addresses a host of thematic concerns that resonated with our school party: mental health, grief, the impact of social media, and neurodiversity. The cast; whether it were a powerful principle role, or an exceptional ensemble member, managed to vividly interpret and execute their characters in a way which made the (already very intricate) production incredibly enjoyable and realistic. The production uplifted the audience with its melodious music thread, impeccable songs and well timed bursts of comedy, romance and tragedy. 'Dear Evan Hansen' is most definitely the recipe for a perfect production, and a musical not to miss.



Hira Rauf, Fourth Year

## FAME ... ON LOCATION AT TEESSIDE UNIVERSITY

This week the EconBus Department took a coachload of keen Econ and Bus students to Teesside University's Accounting and Finance Conference. After a welcome from Jonny Munby, Principal Lecturer, we were delighted to hear from Sage's Keynote Speaker about how technology is changing the profession, as traditional accountancy and bookkeeping have transformed and are continuing to evolve. The importance of adapting to change was addressed. Students heard stories of the decline of Kodak and Blockbusters (parents out there will remember the halcyon days of borrowing VHS!). We heard about the

growth of digitisation and the benefits and gains for the accounting industry. Apps and AI have helped with data collection, cloud access has resulted in no handover time, there is greater accuracy with one shared record, performance has improved as there is no more down time, and decisions made can be more accurate. Furthermore, accountants are increasingly embracing a new role as business advisers!. So fundamentally technology is evolving the role of accountants and making it more interesting, increasing the direct work with clients and reducing the "number crunching".

Our students were also introduced to an opportunity for some free training with Sage University (on sageu.com) Jonny Munby then took the floor once again and talked about Professional Bodies and Accreditation. He explained how there is a shortage of Accountants at present and highlighted that salaries are therefore going up (basic demand and supply for the economists out there). The accounting profession is ageing and there is demand for entrants who have, or are gaining their professional qualifications, but who are also tech savvy, and have good people skills!. He discussed the different routes into

## FAME ... ON LOCATION AT TEESSIDE UNIVERSITY (CONT.)

the profession which can include a relevant degree in Accounting and Finance (which will include some exemptions from 7-9 professional exams) or a degree in a Non-Accounting Degree (with less exemptions) then usually a Graduate Training Scheme, versus an Apprenticeship route, where you work, secure professional qualifications and often gain a degree too, with employers advertising roles directly.

We then heard a graduate story from Elizabeth Rae Management Accountant (Chartered Accountant) - She discussed her career path with Clive Owen, Wasley Chapman and Sembcorp Energy UK, and she contrasted her experiences of working in practice with working in industry. She discussed the mix of services and range of businesses encountered in practice, and she highlighted the strong focus on audit which practice involves (a great experience for embedding understanding of accountancy), whereas, working in industry, allows you to be the sole individual or one of a small team working for an individual business. Her overriding message was work hard and it pays off!! She described her typical day now as being half a day of meetings

with cost centre owners (looking at challenging budget holders), she also trains junior staff and spends quite a bit of time looking at strategy and meeting with CEOs. And, whilst she was honest that, when taking exams the accountancy workload is intense, she now feels that at 27 she has a good work-life balance!

After a lovely lunch we heard from Dee Allen (Senior Lecturer in FinTech and Innovation) who tasked each table with "Brainstorming ways an accountancy business can use AI and financial technology to provide services and scale up". Each group faced the added pressure of having to present their proposal to Sage. Our three tables of keen Yarmies were full of good ideas...

Team Santhosh suggested client management could be helped by AI.

Team Alex argued for auto responses to questions whilst Team Megan proposed AI for predictive modelling for trend analysis for firms.

The afternoon concluded with an hour long session examining Career Routes in the North East.

Presentations and Q & A opportunities came from Clive Owen, Sage, Cleveland Police and Student Futures.

We are really grateful to Teesside University for having invited us to attend such a fabulous and insightful day.

Miss C Rhodes



## SPORT WEEK AHEAD

The weeks ahead are now available online. You can [view them here](#).

## LES MISÉRABLES - STAGED CONCERT (40TH ANNIVERSARY) LIVE STREAM

Seen by over 120 million people worldwide, LES MISÉRABLES is undisputedly one of the world's most popular musicals. Now cinema audiences can experience a unique encore of this incredible show to celebrate Les Misérables 40th Anniversary. Featuring a cast and orchestra of over 65 and including the songs I Dreamed A Dream, Bring Him Home, One Day More and On My Own this sensational staged concert is not to be missed.

**Sunday 2nd February, 2pm and  
Wednesday 5th February, 7pm**

[Book Online Here](#)



## RULE THE WORLD

The band have performed at many prestigious events around the world.

They've performed at a private party for 'Coldplay' and their management team featuring many celeb guests. They have also performed with the cast of ITV1's 'Emmerdale' and have been very fortunate to travel the world playing large outdoor festivals in Barcelona, Germany, Austria, Ireland and more.

**Friday 14th February, 7.30pm**

[Book Online Here](#)



## SPACE COWBOY

Space Cowboy – The Ultimate Tribute to Jamiroquai, have been thrilling audiences all over the UK and Europe for more than decade.

Experienced musicians, amazing visuals and authentic outfits combine to produce a breath-taking show, featuring studio and live versions of such hits as Virtual Insanity, Cosmic Girl, Canned Heat, Deeper Underground and many more.

**Friday 21st February, 7.30pm**

[Book Online Here](#)



# What Parents & Educators Need to Know about

# SNAPCHAT

AGE RESTRICTION  
13+

SNAP STREAK

97

DAYS

WHAT ARE THE RISKS?

## ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

## PREDATORS AND SCAMS

Predators can exploit Snapchat's disappearing messages by, for example, telling a user they have naked photos of them and will post them unless they're paid. Snapchat's own research found that 65% of teenagers had experienced this – on this app or others. This likely isn't helped by 'SnapMaps' – a feature which highlights your exact position in real-time. This is meant to help friends keep track of each other, but could be used for more sinister reasons.

## MY EYES ONLY

Snapchat has a hidden photo vault called 'My Eyes Only'. Teens can conceal sensitive photos and videos from parents and carers in this folder, which is protected by a PIN. You can check for this by clicking on the icon which looks like two playing cards. This takes you to the 'Memories' folder which stores photos, stories and the My Eyes Only folder.

## SCREEN TIME ADDICTION

Snapchat prioritises user engagement, with features like streaks (messaging the same person every day to build up a high score). The app also has sections called 'Discover' and 'Spotlight', which show tailored content to each user. However, this could also be seen as an attempt to hook users into watching videos endlessly. Furthermore, constant notifications can lure people into using the app.

## INAPPROPRIATE CONTENT

Some content on Snapchat simply isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

## ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body image expectations – creating feelings of inadequacy in younger users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

## Advice for Parents & Educators

### UTILISE PARENTAL CONTROLS

Snapchat's 'Family Centre' lets you view the details of the child's account – their friends list and who they've spoken to in the last week – and report any concerns. You must invite a child to the Family Centre for them to join. To keep the child's location hidden on the app, go into settings and turn on 'Ghost Mode' and 'Hide Live Location', and ensure they know not to share their location with anyone.

### BLOCK AND REPORT

If a stranger *does* connect with a child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, the child can tap the three dots on that person's profile and report or block them. There are options to state why they're reporting that user – such as annoying or malicious messages, spam or masquerading as someone else.

### FAMILIARISE YOURSELF

Before you allow a child to download Snapchat, download it yourself and familiarise yourself with the app. Snapchat has produced a parents' guide to the app to help you understand how it works and any protections they have in place. A link for this can be found in the sources below.

### ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. For example, discuss My AI's responses to questions and how reliable they are. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



The National College®

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/snapchat-2021>

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White Ribbon Day takes place on November 25th each year. It is a global activism campaign dedicated to preventing violence against women and girls (VAWG).

With 1 in 3 women globally, experiencing sexual or physical violence in their lifetimes, it's never been more important to ensure that young people can identify and talk about the subject.

Dr Lisa Sugiura, Associate Professor in Cybercrime and Gender at the University of Portsmouth, made [this video](#) for Tooled Up giving an **overview of gendered violence** and sharing the latest research. If you're new to the topic of VAWG, or would like more information, try this resource for [parents](#) before discussing some of the themes with your child.

In this [podcast](#), domestic violence education **expert Professor David Gadd** discusses the **best ways** for parents and schools **to teach** boys (and girls) about **good relationships** and **explores** the topic of **consent and boundaries**.

In the UK, this year's theme for White Ribbon Day is "It starts with men." It highlights the importance of ensuring **we connect with** the **boys and young men** in our lives **to talk through** issues of **misogyny and masculinity**.

These [40 Family Conversation Questions on misogyny and positive masculinity](#) are perfect for discussing this sensitive topic at home.

Many **parents understand** that **misogynistic ideas are spread online**, and are worried about what their children might encounter on social media or at school. [This webinar](#) from Ellie Softley of Everyone's Invited explores how misogynistic ideology, such as that found in incel forums, is making its way into the mainstream, **and how we can encourage young people to think critically about what they see and hear**.

From Tooled Up's recent Reaching Boys Early conference, watch Dr Stephen Burrell's webinar [Cultivating Care and Connection with Boys](#). Dr Burrell discusses how boys' ideas of masculinity develop, and **promotes practical tips** that parents can use to **help boys resist harmful narratives about gender**.

Don't forget to follow us on social media to stay up-to-date with all of our latest updates and resources. Find us on [Facebook](#), [Instagram](#), [Twitter](#), and [LinkedIn](#).





Gender-Based Violence:  
What Young People Need To  
Know



Gender-Based Violence:  
What Parents Need To Know



Family Conversations About  
Misogyny and Positive  
Masculinity



Domestic Abuse and Teen  
Relationships



Online Misogyny



Cultivating Care And  
Connection With Boys

Don't forget to follow us on social media to stay up-to-date with all of our latest updates and resources. Find us on [Facebook](#), [Instagram](#), [Twitter](#), and [LinkedIn](#).

