



SHELTER

from the Storm

Spring 2022



www.waddesdon.school.com

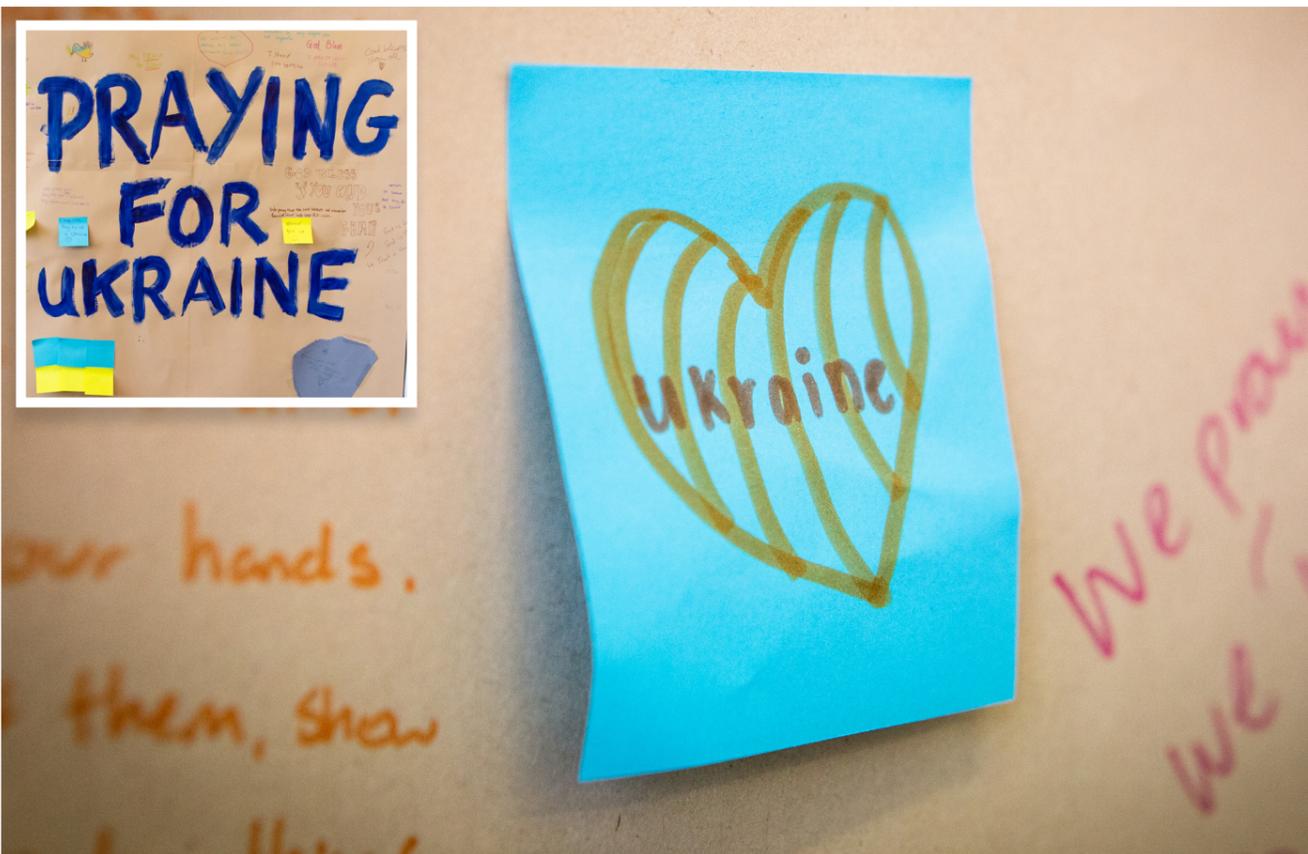


In this issue

- P2 From the Headteacher
- P3 The History Boys
- P4 From the Chaplain
- P4 Leaving Us This Term
- P5 Sustainable Future
- P6 Legal Eagles
- P8 Cup Winners
- P9 Captivating
- P10 Making a Big Noise
- P12 Inside Interform
- P13 Roasting the Competition
- P13 A Handy Reminder
- P14 A Hostile Climate
- P16 Challenging Prejudice
- P17 Book Me Up
- P18 Mental Health Matters

About the cover

This term's cover shows the Ukraine prayer board which was set up in the library for students to leave messages and prayers.



From the Headteacher

Earlier this year, I was contacted by the son of Helga Brown who wrote:

"My mum was the last remaining survivor in the UK of the German refugees who came to the Cedars House in 1939, courtesy of the Rothschild family. Her parents, my grandparents, were the house parents to the 30 boys who escaped from Nazi Germany with mum and her sister. I would love to know if you still have The Cedars Restaurant."

James de Rothschild's response to a cry for help from Hugo and Lily Steinhardt in Frankfurt over seventy years ago is well known locally. As a result of his decision to

act, thirty children were almost certainly saved from the horrors of the Concentration Camps.

They went on to live full and interesting lives, one becoming a professor at Yale University and another an ambassador.

That we continue to celebrate the name in our school restaurant, is a quiet, but powerful reminder of the importance of compassion towards others and of the shelter and refuge that the cedar tree symbolises. It is also a reminder of our duty as human beings to care for one another.

As this term draws to an end, I hope that we will



Matthew Abbott

all find a form of refuge in the Easter story, and also offer refuge and kindness to others – be they local, or in Ukraine.

"These bricks have fallen, but we will build again with cut stones. These small trees have been chopped down, but we will put great cedars there."

Isaiah ch. 9, v. 10

The HISTORY Boys

If you've ever looked up when you're queuing at the Restaurant at lunchtime, you may have noticed that there is a sign above the door telling you that it's called the Cedars Restaurant. The story behind the name dates back to World War II, but resonates with events happening today. We recently received a letter reminding us of our connection with this important piece of history.

The dining area is named to commemorate 'The Cedar Boys of Waddesdon'.

In 1938 two German sisters, Helga and Lore Steinhardt, aged 10 and 12, wrote to various prominent people in England. They were pleading for help to escape from Nazi Germany.

One of those letters was passed to James de Rothschild of Waddesdon Manor. He kindly agreed to sponsor the Steinhardt family to come to England.

Their father Hugo was a Headteacher of a Jewish Boys School. The Rothschilds helped to fund the escape of the Steinhardts and thirty of the schoolboys from Nazi persecution.

On the 15th March 1939 the Steinhardt girls and their parents arrived with the 30 boys via the Kindertransport in Waddesdon. The Rothschilds gave them accommodation and support in a large house, 'The Cedars', which is next to the Waddesdon church. The parents of the boys and many of the other boys who were not allowed to travel were amongst the 6 million Jews and many others murdered in the concentration camps.

Many of the younger boys attended the village school, whilst some of the older ones obtained work on the estate or joined the British forces.

The Waddesdon community embraced 'The Cedar Boys' and the Steinhardt family.

Helga passed away on 18th January 2021 aged 93, the last of the refugees in the party. The descendants will always be grateful to James and Dorothy Rothschild and the Waddesdon community.

Further information can be obtained with an internet search on the Cedar Boys of Waddesdon.

- Andrew Walker-Brown
Son of Helga Steinhardt





From the Chaplain

“And yet, now in 2022, we hear constant news stories from Ukraine of starvation, bravery, cruelty, prayer, destruction, hope ...”

The news of war in Ukraine can make us feel overwhelmed and powerless. But as our Chaplain, Phil White, points out, we can help those helping others.

I met Julie Fieldsend when I was training to be a teacher and we became good friends. We would regularly get together with Julie and her husband, Pete. It wasn't long before I found out that Pete's father, John, was one of the Kinder children who were taken by train out of Czechoslovakia in 1939. John's parents decided to send John and his brother on a Kindertransport to Britain, where they would be safe. John can remember his father teaching him how to say "I can't speak English" in English and saying goodbye to him and his brother. John later found out that he owed his place on the transport to Nicolas Winton, who saved over 600 children from Nazi persecution. John never saw his parents again - they died in a Polish concentration camp.

We hoped such horrors would never happen again. And yet, now in 2022, we hear constant news stories from Ukraine of starvation, bravery, cruelty, prayer, destruction, hope ... I've often found over the last

month that I simply can't cope with the level of cruelty we hear on the news - I just want to switch it off. Then I feel guilty about wanting to block it out of my imagination. I'm sure I'm not alone. I think many of us are struggling to know what we can do to help.

Wasn't it amazing a couple of weeks ago to hear of the many millions the British public donated to the appeal? (reported to be £526 million on March 7th) And yet, I still feel powerless to help!

Anne and I have offered a spare room to a refugee family - but we're unlikely to be chosen as the number of offers of accommodation has been huge. However, we're hoping to find families in our local communities who have been able to offer Ukrainian people a safe home for them to rebuild their lives. I'm excited about being able to support those families with food, clothing and general support - I can't wait to be put in touch.

It reminds me of a few of Jesus' words in Matthew's gospel: "Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me." Jesus also said that it is better to give than to receive (Acts 20:35).

Can I encourage you to do what you can - to support local people as they open their homes to these frightened, homeless refugees - people just like you and me. And let's be forever grateful for the peace, privilege, comfort and security we can easily take for granted.

I say "Welcome". And, let's pray.



John Fieldsend

Leaving Us This Term

We wish all our staff leaving us this term all the best for the future. Thank you for all that you have given to our school.



Miss Turner



Miss Pettengell



Ms Dale



Mrs Mullings



Year 13's Aqeel and Bella have been working with Waddesdon Manor on strategies for environmental sustainability. Here's what they reported back to us.

As part of our Sixth Form leadership group, we were invited by the Head of Sustainability at Waddesdon Manor to discuss future plans to establish a partnership between the school and the Estate to encourage suitability in the local community.

We learned about how nature can be used organically to create an eco-friendly water filtration system. We also learned how the Estate is hoping to convert a small number of storehouses

into a farm shop and café selling locally made produce.

Whilst there, we learnt about the current plan for planting 28,000 trees beside the Waddesdon Greenway as part of the National Green Canopy to celebrate the Queen's Platinum Jubilee later this year. We are excited about the role students will play in this to recognise and celebrate diversity and sustainability in the community.

We discussed how the

school could support the Manor in this project, and how students could best be involved. We also explored possible sites for the tree planting, considering the advantages and disadvantages of each area, as well as long term implications of using native and non-native trees and the associated biodiversity.

We are aiming to organise a sustainability day during which members of the school community would walk to the site and plant

a tree each.

We also discussed aims of the school in our own sustainability ventures and how co-operation between the school and the Manor could best work together towards this. One of these possible aims is to be more involved with the Manor's food composting system, so we can increase the recycling of food, whilst also cutting down on the food waste the school produces on a daily basis.

LEGAL Eagles

Our Year 8 and 9 Beacon students have been learning about what happens in a courtroom and how a trial is conducted. But would they be victorious when they had their day in court? Year 9's Darcy and Darcy gave us their verdict.



These pictures were taken in the classroom while the students were learning how the court functions.

On the 5th of March 2022, a group of Year 8 and 9 members of the Beacon Group (including myself) went to the Young Citizens Magistrates' Court Mock Trial Competition. We competed in two heats and went against two different schools. Although, sadly, we didn't win, we still tried our hardest and made the school proud.

Our two teams were the prosecution and the defence. I played defence witness meaning my job was to give evidence from my statement to the magistrates so they could make a justified decision on whether the defendant was guilty or not. The whole defence team was made up of many different parts: the defence witness, usher (Emily, Year 9), defendant (Rowan, Year 9) and two

defence lawyers (Evie, Year 9 and Isla, Year 8).

The whole experience was an amazing opportunity and I, and many other students who competed, feel honoured to have been chosen to represent the school. We got to meet a real magistrate and enter a real court room. This experience allowed us to deepen our understanding of the law and how a court room works.

PREPARATION

The preparation and practice for the trial was key. Due to the fact that the trial had been moved forward by three weeks, the work the whole team put in in advance made the day seem all the more manageable.



We achieved this by using a previous year's case, centred around the defendant, Charli Emerson. Most of the work put towards this case helped break down the final material.

In total, there were two prosecution witness statements, two defence statements and a Section Nine statement. For each witness, it was essential that both lawyers, witness actors and the legal advisors knew every word, date and detail so as not to be caught out in introducing new evidence.

The two sides picked apart each of the statements and chose which aspects should be heard by the court to work best to their team's advantage. For example, the prosecuting team would highlight, in an examination of Chris Patel, that Alex Davis was heard talking about using a computer on the 8th of November. However, the defence team would

argue that Alex mentioned the shared computer, available to all twelve students who shared the flat. A lot of time was spent debating and predicting the opposite team's strategies.

THE PROSECUTION

The role of the prosecution in the trial is to ensure justice is carried out, meaning the case is proved beyond any reasonable doubt, and ensuring that the magistrates reach the right verdict- not just the guilty verdict. This meant breaking down the offence to prove each aspect.

The team consisted of the first and second prosecution lawyers (Morgan and Darcy, Year 9), the witnesses (Joe and Sophie, Year 8), the legal advisor (Jake, Year 9), and all three magistrates (Bella, Sophia and Evey-Rose, Year 8).

The case began with an unimpeachable opening

statement presented off-script by Morgan. He followed this with an examination of Toni Clark (Joe), and the two presented every particular of the statement with professionalism. This was followed by a cross-examination of Toni Clark by the Chesham Grammar School's defence team, under which Joe remained completely composed.

Darcy then examined Chris Patel (Sophie) and the pair presented with conviction. Chris Patel then underwent a cross-examination and Sophie articulated attentively under pressure. Jake (the legal advisor) then read out the Section Nine statement and later went on to win an award presented by the Sheriff of Buckinghamshire; this spoke for itself about the performance.

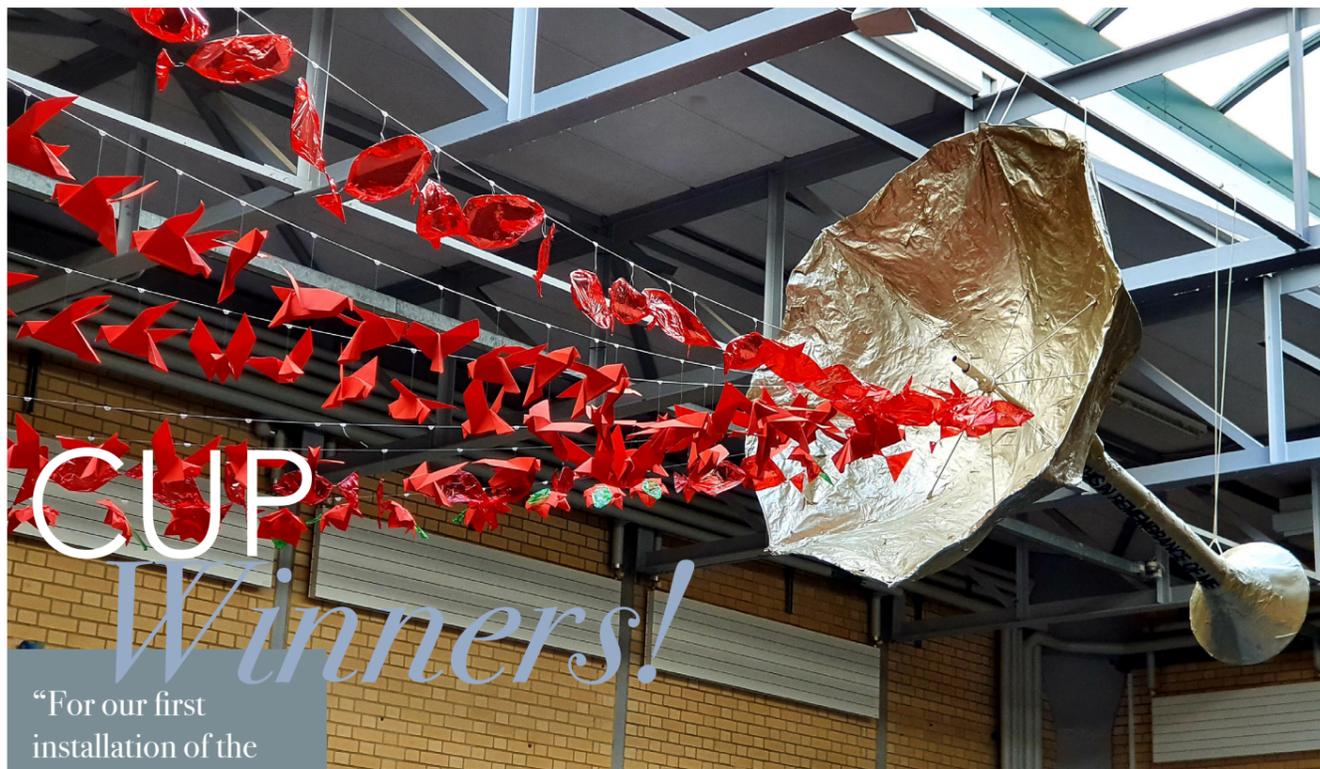
The Chesham Grammar School's defence team's case now began. The opposition examined their

witness Alex Davis well and pointed out pieces of the statement that summed up the defence's case perfectly. However, a confidently presented examination, in chief by Morgan, reminded the court of the strengths of the prosecution's case and holes in the defence's case.

Darcy then followed an examination, in chief of Jamie Bing, with a clear-cut cross examination that once again highlighted the facts of Alex Davis' past and how it would seem entirely possible that he committed the crime. Nevertheless, the magistrates' team once again came to the conclusion that there was a lack of evidence proving the conviction.

The magistrates reviewed all evidence heard and everyone agreed their conclusion was fair and justified. The whole team, both prosecution and defence, left feeling proud.





CUP Winners!

“For our first installation of the Christian Art Club, we came together to create a communion chalice on a colossal scale.”
Year 7’s Penny tells us about a massive project - building a massive cup!

There were so many creative young people who attended the meetings! Massive credit to Mrs Chapman for organising the whole project and putting up with our interesting ideas!

The end result looks absolutely amazing, and

I think that it is a fantastic addition to Waddesdon School.

This installation is so important to our school community as it reflects our Christian values, and it gives people an opportunity to reflect on, and view the work of, the

pupils here.

When the next project comes up, I would definitely recommend joining as I have thoroughly enjoyed my time.

You can see the chalice on display in the Restaurant



Captivating

On Valentine’s Day our Year 10 Photography students travelled to Oxford. Isabel and Cara developed a love of its many photo locations.

On Monday 14th February, Year 10 went to the city of Oxford with the aim of taking pictures for their GCSE coursework.

Oxford is a city in central southern England with a number of landmark attractions, such as the Radcliffe Camera, the Bridge of Sighs, Cornmarket Street and the Covered Market.

We took a central route through the city centre, capturing pictures of candid moments and using shop

windows as reflections. During the day we took photographs capturing the stunning urban landscape and intricate architecture of Oxford.

The purpose of the day was to add to our portfolio which will contribute towards our GCSEs. The aim was to execute four photoshoots in one day, fulfilling the following briefs:

Street/Candid Photography
Eg Cornmarket Street

Reflections
Eg Covered Market

Unusual Viewpoints
Eg Bikes and the Bridge of Sighs

Architecture Photography
Eg The Radcliffe Camera

This resulted in hundreds of highly developed photographs. We were fortunate to have sunny weather meaning we were able to capture images in the natural lighting.

Here is what some students said about the trip:

“I captured many photos which I wouldn’t normally be able to achieve.” *Sarah*

“I collected a range of photos for my portfolio.” *Caylee*

“It gave us lots of opportunities.” *Frazer*





Making a BIG Noise

There was a party atmosphere as our finest performers returned to the stage at the Big Gig this term. Year 10's Jude tells us how it felt to be a part of one of Waddesdon's biggest musical nights of the year.

The Big Gig 2022 was amazing! It was so great to have the Big Gig event again and a real bonus that we were allowed an audience for the first time in two years! (We only found out that we could invite family two days before the event, due to Covid-19 restrictions being lifted and a low number of cases in the school.)

The Big Gig is a musical event in the main hall where some of the extra-curricular music bands (Funk Band and Worship Band) and students from Year 9 to Year 13 perform to develop their ensemble skills. This is something that forms an important

part of the music courses for GCSE and BTEC Level 3, as well as being a chance to support the musicians in other years and see what they've been working on.

It was really fun to see a range of performances! It was also great to hear the new Year 9s and see how much talent they have to offer. My favourite performances personally were the Funk Band (for which I played congas) and seeing Year 13 students, 'The Split Ends', (Leon, Hannah, Bea, Chloe and Lydia) perform a set of three amazing songs, especially as it was their last Big Gig!



It was the best gig I've been a part of at Waddesdon as it felt like everyone put everything into it. I think that having an audience for the first time in so long gave everyone a sense that it was a big moment. They all put hours of rehearsal into the songs they performed and the talent everyone had was incredible! All of the performers sat on benches right in front of the stage to support and cheer for the others, no matter what year they were in. We were just there to enjoy good music.

I played seven songs altogether: two songs on the drums (one with my Year 10 band and another with the Worship Band), one song on the cajon (with Evy, Charlie and Elsie) and four on the congas, which are really fun to play, especially with the Funk Band. The

audience even ended up on their feet for some of that set. It was a really cool experience to get on the stage in front of an audience again.

A big thanks to everyone who attended the gig with such short notice and to Mr Abbott for giving us permission to invite family members. A massive thanks to Jurrie, who lent us a lot of the equipment and helped on the sound - without him the gig wouldn't have been possible. Thanks to Mr Peck for the photography, and also to Mr Scrivener who organised lighting, made an amazing graphic for the backdrop and generally helped support the gig. Finally, a massive thanks to our music teachers, Mr Judson and Mrs Carr-Ruby, as we wouldn't have had the chance to have this excellent experience without them.



Inside INTERFORM

Our Interform competition is a great opportunity for some friendly sporting rivalry between our forms and for some memorable competitive performances. Year 9's Timmy gives us his irreverent take on all the *other* reasons for enjoying Interform.



Waddesdon Interform is the place where the competitive side of people really shows as competing against other forms is a tough battle to win. For some, however, it is not all about sports: for many people it's more about socialising with friends and eating lots of food. Such is the case with Sean and Ben.

Interform is also a time to support your form in any way possible. This can be in the game or encouraging from the side lines. Wrapping up warm is essential because although the sunny sky may deceive you, the whipping wind makes your fingers numb. Despite all this, everyone is glad to have a break from lessons for a few hours and the enthusiasm from Jack and Rosie clearly mirrors this.



When the games do eventually begin, the entire team is filled with excitement and is determined to win for their form. As the ball jumps from one hand to another, the anticipation from the onlookers builds, waiting for the final whistle.

Most people are supportive of the team and want everyone to do well. There are some people, however, who are more focused on showing off their "skills" than supporting their form. This, unfortunately, is the case with Tom.



At the end of the day, as I mentioned, Interform isn't all about sports: it's also about spending time with your friends and eating lots of food. There will always be people who care about the outcome of the games, and people who just want to be with friends.



ROASTING THE COMPETITION



Year 10's Nathaniel tells us about taking his culinary skills into the pressure cooker of the competitive kitchen.

Recently, I took part in a cooking competition. It was fun and exciting and I got to learn new things, like how to use a high intensity oven and how to cut meat nice and evenly, with the help of the chefs.

The competition I entered was called the Young Rotary Chef Competition. Sadly I didn't win, but I did get to use expensive and sharp cooking equipment and things you wouldn't see at school.

I would say that entering this competition is really good as you learn new skills and get to use cool things you only see on

TV. Your ingredients are paid for, it's fun, and you basically get to cook for free in a professional kitchen at Aylesbury College - and you can eat the food afterwards!

You have to make a 3-course meal. I made garlic prawns, a steak with a vegetable medley and for dessert I made a big brownie with raspberry chocolate sauce. It really was fun, although a bit nerve-racking at times: you had to cook your dishes over the course of two hours and have it all ready to present at the end for judging.



A Handy REMINDER

In Food Science, we are learning about food safety, in particular we have been learning about food poisoning micro-organisms. In one of our

lessons we were given temporary tattoos of food poisoning bacteria and tasked to research their properties, e.g. their pathogenicity, food

vehicles and control methods.

It was a really useful and fun task. By doing this, it was an interactive way to

get everybody involved in the lesson and a visual way of remembering the different bacteria.



“Climate change is one of the world’s biggest problems at the moment. It concerns everyone no matter where they are or what career they are in.”

Year 13’s Lydia travelled to a climate change workshop in Copenhagen to learn what part we can play in protecting our planet’s future.

A HOSTILE CLIMATE

During our busy lives we don’t realise how much we contribute to waste and carbon emissions in our atmosphere. It is projected that Earth will rise 1.5°C by the mid century. The effects of this temperature rise may not be immediately felt by those in urban settings, but it has already affected those living on islands, causing events of acid rain and extreme weather like hurricanes and tsunamis, as well as

submerging the islands. It has also affected dry countries by the equator causing more frequent droughts and other extreme weather events.

In January, I attended a week-long training workshop called ‘Creativity, Culture and Collaboration to Combat Climate Change’ or ‘C6’ for short. I was one of 25 young adults from around Europe who gathered in Denmark to

learn from each other and begin to generate change. With professional guidance, each day we discussed points about art, clothing, urban planning, food, water and technology and ways they either help the climate or destroy it.

In this article I summarise points from each day and explain how you, as an individual, can help to reduce the emissions in these areas. It is in our

human nature to live in order to make ourselves happy, but there are some small habits that can be changed that may also tend to your mental well-being as well as tending to the environment. There is no one solution to climate change; there need to be consistent, little efforts from everyone. Even simply spreading awareness can eventually bring change in your community and, eventually, government.

DAY 1: FASHION and SUSTAINABILITY

Speaking with Sabrina Fisher, we came to the conclusion that the fashion industry has many flaws. Sweatshops and mass production result in so much waste. Shipping items of clothing produces

lots of carbon emissions. It has become normal to buy new things rather than get things repaired.

To solve these issues, we made points about buying locally, in stores or second

hand. We also encouraged increasing longevity, up-cycling and DIY old clothes to reduce waste.

There are many companies in the fashion industry becoming sustainable and using

sustainable materials that do not contribute to waste, following circularity. Examples include ALGIKNIT and BLOOM, which both work with a form of algae and turn it into clothes.

DAY 2: URBAN PLANNING

The human population and the economy are growing every day. We take up a good amount of land on Earth and are building many urban spaces and cities.

Whilst cities provide great spaces for us to live and thrive in, it is equally important to keep the environment in mind and

have green spaces and sustainable architecture rather than putting concrete everywhere, which will hopefully be the mindset for the future.

For now, as an individual, be mindful of not leaving lights on or water running in your home. It will help with the energy bills and the environment!



DAY 3: FOOD

Food and agriculture make up another massive source of our carbon emissions. Due to rising population and rampant consumerism, many supermarkets and restaurants have produce shipped to them through chains of transport which

contribute to emissions; they then throw out tons of perfectly good food.

As an individual, try to see if you can get local produce as well as cut down on meat consumption.



DAY 4: WATER

We looked at water from both the science and art perspectives. Jacob Luchner shared with us about hydraulics, hydropower and river basins and had us simulate debates on whether river basins should be implemented in certain locations.

Where it may seem good for the economy in terms of water resources and hydropower, it may not seem good for the environment around it. This highlighted how important it is for us to vote for people in power who will put the environment first.

Roberto Ghezzi is a natural abstract artist. All of his production is based on a strong interest in the natural landscape, which, at the beginning, he investigates both through pictorial representation and through experiments “in the field”, in contact with the natural environment. This is a study carried out over the course of a decade, which, starting from a scientific approach of in-depth examination of organic reality, takes on a conceptual form through matter. He helps us see how the natural environment is doing through his art work.



DAY 5: TECHNOLOGY

Over the past few years, there have been a variety of amazing technological discoveries and advances. We explored whether IT could help us solve the climate crisis with Steffan Dalggaard. Where paper-free offices and schools may seem like a great choice, emissions actually move elsewhere. Did you know that emails, whether spam or not spam, release emissions?

As an individual, you can limit the amount of “unnecessary” emails you send and delete and unsubscribe from email chains you no longer want to be a part of. Phones, PCs and other consoles can be switched off at night and when you aren’t using them, and increasing the longevity of your devices will reduce energy waste and general waste as well.



CHALLENGING *Prejudice*

Aqeel and Fern from Year 13 recently presented a series of assemblies for our students in Years 7-9 on recognising and challenging racism and other forms of discrimination. They told us what was behind these assemblies and what they hoped to achieve.

Fern: Whilst doing these assemblies, our main goal was to educate and empower the younger students to stand up to racism. I personally wish I had been more educated about the problems of racism when I was younger as I feel I could have made more of a difference.

We saw the younger

students' confidence grow and since the assemblies I have witnessed many students being allies in the fight against racism.

As someone who has not experienced racism towards myself, I see the importance of taking the responsibility of combating this behaviour as I see the impact it as had on many of

my peers.

The assemblies were a great success through the interactive nature of them as we included a kahoot, allowing the students to test their own knowledge, and by the end of the workshop we saw a drastic improvement in their understanding of what they can do to help and the issues of prejudice, discrimination and the effects of micro-aggressions. It was such a rewarding experience and I am honoured that we were able to make such a big difference to the school community.

Aqeel: We did the racism awareness interactive assemblies in order to address the issues we have previously seen in the school. We felt as if we ourselves lacked adequate education surrounding the issues of prejudice,

discrimination and micro-aggressions when we were younger and hence we believed this would be an important step forwards in educating our peers and reinforcing the Waddesdon values of dignity and respect in our school community.

Through these assemblies, we interacted with students of all ages and discussed with them issues of racial stereotyping and prejudice in order to assess the level of understanding our peers had. This allowed us to educate on the topics that were less understood and offer ways in which everyone can help within the school community to combat such issues. Through this we were able to help younger students understand the consequences of their actions and how to be an ally when they are faced with any racist behaviours.



We celebrated World Book Day recently with activities in the library and readings from our teachers. Year 8's Tom and Gabi listened to Mr Lee read from *Blue Blood* by Malorie Blackman.

Reviews of *Blue Blood* by Malorie Blackman

Marcus has recently married Nya and they have moved into a large house, but Marcus becomes suspicious when Nya doesn't let him in the basement.

This newly released book is a truly wonderful story thanks to the frugal hints of mystery and suspense throughout the book. Malorie Blackman upholds the suspense throughout the whole novel, gripping the reader's interest and keeping it right to the end. The story

really brings to light bullying and privacy but also how the characters deal with it in the wrong way. The vivid imagery used throughout the story really makes the reader feel like they know the characters themselves. The mystery creates a sense of terror, keeping the reader in suspense and keeping them "on the edge of their seat". Overall, *Blue Blood* is a wonderful suspenseful tale of terror and a recommended read.

It was a very enriching experience, to hear another person read a text you hadn't

read. It gave the story a sense of unpredictability. Mr Lee's reading was fervid, radiating over the class, creating an incredibly engaging experience. Overall, *Blue Blood* washed a torrent of enthusiasm over the class, exciting them and making them want to read more.

Tom

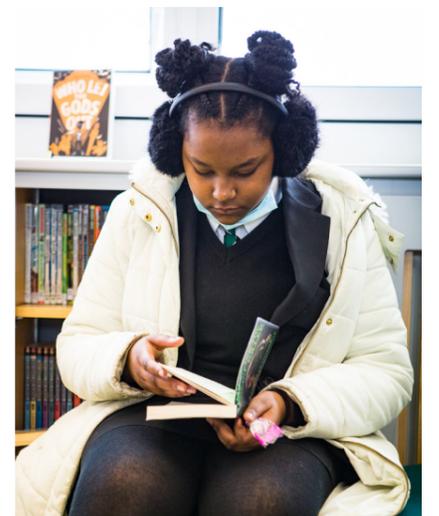
Reading with the teachers on World Book Day was great and the books they chose were cool to read. We read *Blue Blood* by Malorie Blackman and it was interesting and fun. Even though it was a short book, it

explained its whole plot well.

Blue Blood is about a new couple who slowly get more suspicious of each other. They have separate rooms which they promised each other they wouldn't go in. It has quite a dark plot line and good main characters. The storyline is well thought out and the ending is unexpected!

Overall, I think that this was a great book, and it is worth reading! I am glad we read on World Book Day!

Gabi



Year 12's Morgan has been looking into the topic of mental health, and encourages us to be aware of the signs when we may be struggling and not always to listen to the received wisdom on the subject.

The Science Behind Mental Health

This article aims to help you understand how important mental health is and the evidential science behind it. After carrying out research, I found that around one in five teenagers will suffer from a diagnosable mental health problem (between ages 12-18). I want to speak about the science behind this and why these numbers have increased in recent years.

Scientists have looked into why the number of mental health disorders (in teenagers) has increased in recent years. They came to the conclusion that investment and money spent on programmes for mental health have been significantly less than for other campaigns deemed more "important". This is in addition to the cultural norms to stay silent when suffering, and how long it can take to improve mental health disorders.

Scientifically speaking, the brain works through a network of chemical signals throughout the body using neurones. It has been proven that suffering from a mental health disorder means the brain can have issues with the communication between neurones. On the basis of this knowledge, scientists have developed drugs and tested them on individuals who suffer from specific mental disorders.

MENTAL HEALTH *Matters*



SIGNS OF SUFFERING

- feeling down for long periods of time
- reduced ability to concentrate
- extreme mood changes
- excessive fears or worries
- inability to cope with daily problems or stress
- major eating habit changes
- withdrawal from friends and activities



MEDIATORS

At Waddesdon, if you ever feel as though you need to tell someone that you are suffering or want to reach out, speaking to a mediator is one of the best options. Everything you mention is completely confidential and they're here to help you.



Good Mental Health

The stigma around bad mental health can be overwhelming. As a teenager myself, I understand the pressures of academics, home life, social life and much more. I want to squash the ideas in your head of what "good" mental health looks like and how you can improve yours.

GOOD MENTAL HEALTH DOES NOT MEAN HAPPINESS 24/7. I think one of the most common misconceptions of having stable mental health is that you never become sad or frustrated, which is completely wrong. As people, we are not created to be happy all the time, so rather than trying to avoid negativity we can learn healthy ways to deal with it.

Given that suffering from mental health can be a challenge alone, try not to set unrealistic goals such as passing all your exams and eating 4 meals a day when

getting out of bed already requires motivation you don't have. Instead, reduce it into smaller chunks, reward yourself when you try something, whether it fails or not, and don't beat yourself up if it doesn't improve as quickly as you had originally imagined.

Hopefully, this article has helped you understand more about why mental health issues aren't just about feeling sad for a little while; it's an everyday struggle. If you think you need to reach out and speak to someone about help, both The Mental Health Foundation and Mental Health UK have good resources and helplines in case of immediate help being needed. Understand it's okay to suffer and don't shy away, we all have mental health issues: it's NORMAL.

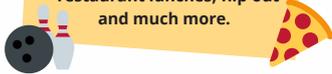
<https://mentalhealth-uk.org>
<https://www.mentalhealth.org.uk>



If you are 12 to 25 years old with a special educational need or disability, we want to hear your views on local services and support for young people! There are many ways to be involved...

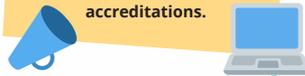
Activity Days

The activity days happen in the school holidays. The days give young people a chance to have their say and try a new activity such as bowling, DJ and dance workshops, restaurant lunches, flip out and much more.



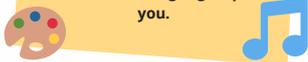
Shout Out Reps

The Shout Out Reps meet monthly online. The Reps represent their school / college or community and share the views and experiences of SEND young people. We offer Amazon voucher rewards and accreditations.



Young People's group

A fun group for young people aged 11 to 16 years to develop a range of new skills such as building confidence and self esteem and learning social skills. The groups run monthly across Buckinghamshire, just contact us to find out the right group for you.



SEND Young Inspectors

Our SEND Young Inspectors visit clubs and activities and report back to tell us what works for young people with SEND and what improvements could be made to make sure they are accessible for everyone. Inspectors receive training and a £10 amazon voucher for every inspection they do.



For more information about how to get involved please email shoutoutforSEND@buckinghamshire.gov.uk or phone 01296 382583

CELEBRATING BRITISH FOOD AND FARMING



A FUN FAMILY DAY OUT WITH ATTRACTIONS INCLUDING:

OPEN DOG SHOW / ANIMAL CORNER / VINTAGE MACHINERY / SHEEP RACING / HORSE SHOEING DISPLAY / SHEEP SHEARING DISPLAY / MEET THE HOUNDS AND BEAGLES / PONY CLUB GAMES / DOG AGILITY / CRAFT STALLS / FARMERS' MARKET

MAY 28 2022



GRAND LODGE GRAIN STORE, WADDESDON ESTATE, HP18 0NH

BUY TICKETS ON ENTRY
£10 ADULTS / £5 CHILDREN (aged 10 and over)



UNDER 10'S FREE
£25 FAMILY TICKET
INCL. 2 ADULTS & 3 KIDS



WWW.WADDESDONCOUNTRYSHOW.CO.UK

The views and opinions expressed in the Waddesdon Voice are those of the authors and do not necessarily reflect the official policy or position of Waddesdon Church of England School. The publisher (Waddesdon CE School), authors and contributors reserve their rights with regards to copyright of their work.

No part of this magazine may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without written permission from the school Headteacher.

The Governing Body takes seriously its responsibility to safeguard and promote the welfare of children. More information regarding Waddesdon CE School safeguarding can be obtained through our policies section of our website.

