



## Every Student Thriving

5 December 2025

Dear Parent/Carer,

This year we have been keen to make our fund raising more coordinated and relevant in order to engage students with key issues as well as highlight the need for charity and kindness to others. I was therefore delighted that **we raised over £800** on our most recent non-uniform day. This is the highest amount raised so far in my time as head for charitable causes. The money was split equally between **Children In Need** and our other cause of the day **Gambling With Lives**. Mr Brand also managed to raise over £120 to meet his Movember challenge target. A huge thank you to all of you for supporting students in raising these vital charitable funds.

We are fast approaching the end of term and both Year 11 and Year 13 have been knee deep in mock examinations. These are such critical examinations as they are a key reference point for future performance and will allow students and teachers to assess gaps in knowledge to ensure that, working together, we can plan a bespoke examination strategy for each student as we enter 2026.

This week I met with a team of eight Year 12 students who had taken part in the **Bucks Green Schools Award**. They were extremely articulate about how this entrepreneurial experience had developed their skill set and pushed them beyond their perceived boundaries. Their idea of a local app to help to manage the dire traffic issues on Wharf Road was very forward thinking focussing on a system linked to the school of car sharing and cooperation. Experiences such as these add value to a young person's character and skills portfolio and can be the difference at an interview for a college/university place or job. As a result of their team effort they were awarded the accolade of **Best Branding and Best Media Presence**. Well done Team JCS!



With Christmas soon upon us our food habits rapidly change (I for one would rather the food than the pressies!) and so it is in school as well. Our caterers, Culinera, are putting on a **Christmas menu** on two occasions this year as indicated in the poster to the side (Click [HERE](#) for a bigger version) and all students are welcome to participate. However they do need to make sure there are relevant funds on their account. It would also be great for students to visit our **book fair in the library on the 9/9/10/11 December** where they can browse the latest titles and a full range of GCSE support material. Any purchase made will benefit our Learning Resources Centre now managed by our newest member of staff and Librarian - the indomitable Mrs Rayfield!

Take Care - Ian Brierly



## Every Student Thriving

# REMINDERS & NOTICES

### DATES FOR YOUR DIARY

**11 December**

**19 December**

**5 January**

**6 January**

**Y13 mocks begin**

**Last day of term 12.20pm finish**

**INSET day**

**Return to school**

### SAFEGUARDING LEADS & INFORMATION

If parents have any concerns about this practice or, believe that any young person at John Colet School might be at risk, then please do contact one of the members of our Safeguarding Team via - [safeguarding@johncolet.co.uk](mailto:safeguarding@johncolet.co.uk)

**The DSL (Designated Safeguarding Lead) is Mr B Crawford**

### VACANCIES

- Cover Supervisor

Please check our website for further details [here](#).

### SCHOLASTIC BOOK FAIR 9/9/10/11 DECEMBER

We are excited to announce that John Colet will be hosting a Scholastics book Fair on the 9th, 10th and 11th December 2025. The fair will be open to all pupils, and will be held in the library at lunchtimes during that week. Pupils will be able to choose from a wide range of books. There will also be revision guides available to buy for the GCSE English set texts (A Christmas Carol, Macbeth and An Inspector Calls)

This is a great opportunity to buy yourself a new book, get an essential revision guide or get a head start on your Christmas shopping - all while making money for the school to help improve our school library. We would love to see as many of you there as possible.

You can make payments in a range of ways:

- You can buy book vouchers for students to spend at the fair using the link below: <https://bookfairs.scholastic.co.uk/gift-vouchers>
- There will be a card reader at the fair, so pupils can make payments using their own bank cards / online payment methods.

We look forward to seeing pupils there. - Mrs Wilson

## Every Student Thriving

PARENT SUPPORT : Click [HERE](#) for Higher Res PDF

### WHY 'KINDNESS MATTERS' & HOW DOING GOOD DOES YOU GOOD

'WE MAKE A LIVING BY WHAT WE GET. WE MAKE A LIFE BY WHAT WE GIVE.'

SIR WINSTON CHURCHILL

THE FOCUS FOR THIS YEAR'S MENTAL HEALTH AWARENESS WEEK IS 'KINDNESS MATTERS'. IT IS AN OPPORTUNITY TO LOOK INTO THE BENEFIT OF HELPING OTHERS WHICH IS GOOD FOR IMPROVING OUR OWN MENTAL HEALTH AND WELL BEING. HERE ARE SOME IDEAS TO GET YOU THINKING:

#### ALTRUISM

Altruism is acting in someone else's best interests in order to improve their welfare. When we feel compelled to donate money, shop for someone, call a relative in need or help a neighbour, we are considering the needs of others even when we may not know them. Showing kindness like this, often motivated by empathy, creates a sense of purpose, making us feel good and developing our wellbeing. Children and young people can take part in altruistic activities at home or school. They could create a video for those in isolation, fundraise for a local cause, bake cakes for neighbours or write letters to older members of the community who may feel isolated.



#### GENEROSITY

In the context of kindness, being generous with our time, resources and words can provide a low-cost approach to helping others. A generous act is accessible to all. Giving compliments, for example, are a well-researched way of creating a sense of wellbeing and positivity in a community at school or with family. It helps us to recognise the positivity in others as we actively choose to notice and comment on what is valuable and meaningful in someone else. When compliments are given regularly, consistently and with meaning, the community benefits are far-reaching.



#### GIVE TO GIVE, NOT TO RECEIVE

Sometimes when we are kind there is no payback, which can make it more difficult to keep being kind. Our natural reaction is to shrink back and withdraw our kind act, feeling frustrated that it has either not been reciprocated or that it has not been valued. This is probably one of the most difficult concepts for children to understand and where the 'random acts of kindness' approach is helpful. If it is a random act then it is 'just because' and for no other reason than a one-off act for someone.



#### HOLDING OTHERS IN MIND

By holding someone in mind we show that we have been thinking about them and that they matter to us. This act of kindness is so important now, more than at any other time, due to isolation. A simple text to say 'I saw... on the telly last night and it made me think of you' or a quick call to say 'I was just thinking about you yesterday and was wondering how you're doing?' can mean so much. We probably all do this naturally as part of showing kindness and care to others, but perhaps may not appreciate the importance of this for wellbeing.



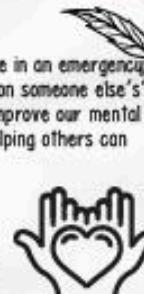
#### COMMUNITY

When we help others in our community, it improves our wellbeing by helping us to feel less isolated as we connect with others. When we show kindness, it is something which we feel we can control, particularly when things may feel a bit chaotic and unusual. Helping others can often give us a different perspective on our own challenges and our own problems. Peer support, for example, is often overlooked as an important part of improving wellbeing. Older students can often greatly benefit from sharing similar, shared experiences and can offer a level of empathy and understanding that adults may not be able to.



#### KINDNESS WITH CAUTION

There is a very helpful analogy that is used when we are in an emergency - 'we should put our own oxygen mask on before putting on someone else's'. What's helpful here is that giving to others can often improve our mental health and wellbeing. However, there are times when helping others can create stress or overwhelm us. This is sometimes called 'compassion fatigue'. So, we must balance our own wellbeing with the wellbeing of others. We should notice if we start to feel resentful or negative or if we start avoiding others, have difficulty concentrating or start experiencing unusual sleep patterns. If this happens it's a good time to take a break or ask someone for help or support.



'KINDNESS IS A SILENT SMILE. A FRIENDLY WORD. A HUG OF ENCOURAGEMENT. KINDNESS IS THE SINGLE MOST POWERFUL THING WE CAN TEACH CHILDREN.'

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## Every Student Thriving

### TOOLED UP



**Artificial Intelligence (AI)** is the science of creating machines and computer systems that can perform tasks that usually require human intelligence.

From voice assistants like Siri and Alexa, to personalised recommendations on Netflix or YouTube, it may be surprising to realise that AI is already part of our everyday lives and many children and young people are engaging with it in various ways, whether to help with homework or to talk to it as a friend.

The pace of change can feel bewildering but Tooled Up has a number of resources designed to help you navigate this important topic.

As AI becomes an integral part of life, children and young people have a unique opportunity to explore and benefit from its possibilities. **Our guide Everyday AI: Transforming How We Live and Interact** offers a glimpse into its workings, including how we already are, and could, utilise it.

With many children now using AI Chatbots for learning, companionship and as a confidante, it's important to ensure that they don't replace trusted relationships or real-life experiences. **AI Chatbots: What Parents Need to Know** provides practical support to help parents guide young people to use them safely.

How are children engaging with generative AI and what do they need to stay safe, informed and empowered? In **Supporting Children's Use of Generative AI** Dr Nomisha Kurian, a leading researcher on AI and children's wellbeing, offers practical insights highlighting what child-safe AI could look like and why children must be included in the conversation.



## Every Student Thriving

## COMMUNITY SUPPORT

The image features the Buckinghamshire Council logo on the left, which is a circular emblem with a blue border containing a stylized tree, a bird, and the text 'BUCKINGHAMSHIRE COUNCIL' and 'EST. 2020'. To the right of the logo is a group of four diverse young people (two boys and two girls) of different ethnicities. They are standing in a circle, smiling, and raising their right fists in a gesture of confidence and support. The background is a solid purple color.

# How to build **Confidence and Self-Esteem** Online course for young people

Want to feel better about yourself? Want to feel more confident around other people?

If you're in school year 7 or above, then our online, 5-week course could be for you.

- Why the media affects how we see ourselves
- How to cope better with setbacks
- How to deal with peer pressure
- How to feel better about ourselves

To secure your place or for more information, scan or click the QR code.

If you need help email  
[familyhubgroups@buckinghamshire.gov.uk](mailto:familyhubgroups@buckinghamshire.gov.uk)



**Tuesdays**

23 September to 21 October  
or  
11 November to 9 December  
6pm to 7pm



Proud to be part of  
**Family Hub**  
**Network**  
Buckinghamshire

**BUCKINGHAMSHIRE COUNCIL**  
EST. 2020

# Free Parenting Programmes

Our parenting programmes will help you develop new and existing parenting skills, offer advice and build your confidence as a parent.

Proud to be part of

## Family Hub Network

Buckinghamshire

Scan me

**LITTLE TALKERS**

**18 months to 3 years old**

- Focuses on children's speech, language and communication skills and how parents can promote them
- Designed by Buckinghamshire Speech and Language Therapy

**PARENT PUZZLE**

**0 to 5 years old**

- Understand challenges and how to address them
- How to support your child's growth for calmer parenting

**TALKING TEENS**

**11 to 18 years old**

- Focuses on relationships within the family, communication, negotiating, decision-making and strategies to reduce conflict
- Learn more about teenagers and their needs

**THE NURTURING PROGRAMME**

**3 to 11 years old**

- Help deal with the challenges that come with parenting
- Think about what we do, why we do it and how it makes us feel

**BALANCEABILITY**

**2.5 to 5 years old**

- Accredited learn to cycle programme
- Develops confidence, spatial awareness, dynamic balance, and how to ride without stabilisers

**KEEPING YOUR CHILD IN MIND**

**All ages**

- Work together in ways that support growing children and a calmer family life
- Explore the conflict between parents/carers both in a current or previous relationship

01296 383293  
familyinfo@buckscc.gov.uk

**Ready - Respectful - Responsible - Kind - Authentic**



## Every Student Thriving



**THE BUCKS  
Hangouts**

**FREE WIFI, FOOD,  
GAMES AND MORE AT:  
STOKE MANDEVILLE  
COMMUNITY CENTRE**

**Eskdale Road, Aylesbury, HP22 5UJ**

**Thursdays, 3:30pm to 6:30pm**

**SCHOOL YEARS:  
8 TO 11  
6 TO 7 (COMING IN  
DECEMBER)**

Logos for Buckinghamshire County Council, Community Boards, Connect Stars, and Stoke Mandeville Parish Council are displayed.

### Campus Safety

As you are probably aware, the organisations on campus supervised vehicle movement on two days this week. Thank you to everyone who followed the rules and drove safely; thank you also to those who passed on positive comments. It is clear that many of you appreciated the reduced traffic.

To help further improve safety, we have asked that the following reminders are shared with all parents and staff using the campus:

- Only attempt to drive beyond the barrier if you are authorised to do so; display your permit or be ready to show ID as required
- Do not allow passengers to get out into the road - use the drop off bay at the campus entrance; pedestrians should use the footpaths – including adults
- DO NOT PARK OR WAIT in the drop off bay; doing so can create a traffic hazard
- DO NOT PARK on double yellow or hazard warning lines
- DRIVE SLOWLY – there is a 10mph limit for a reason

**Important Information**