



Headteacher's Comment

It feels as if we've blinked and the half term has gone already. The autumnal leaves, which were a welcome novelty after the summer, have already dropped, and winter is most definitely coming. The two-week break will be welcomed by many, but for some it will be time away from their safe place; please look after your friends and families as the nights draw in.

This week, pupils and staff have been busy with mock exams, visits, and competitions, and as always, have approached these with a sense of pride and ambitious rigour. I was anticipating a visit from Ofsted this half term, but alas, this has not materialised. However, I will be hosting a talk to highlight the progress Chase High School has made since this time last year, and you are welcome to join us on Tuesday 11 November at 17:00.

I wish you all a restful break and look forward to seeing you in November.

#ProudtobeChase



Visit from Bishop Assiel Musabyimana

We were delighted to welcome Bishop Assiel Musabyimana from Rwanda, along with his wife and other guests, to our Christian Lunchbites session. The Bishop joined Reverend Colin and Marcus King to share his inspiring story of how his calling from God led him to become a priest and, eventually, a Bishop. He spoke warmly about God's love and answered a range of theological questions from our pupils. The discussion was engaging and reflective, with pupils from Key Stage 3, Key Stage 4, and Sixth Form all taking part. Bishop Assiel also took the time to ask pupils about their own beliefs, making it a really meaningful and memorable visit for everyone involved.



Moot Competition Winners!

Mr Mustafa is delighted to announce, for the second year in a row, the team representing Chase High School won their moot debate! Sixth Form students, Isaac and Izzy, were confident and wowed the judges with their public speaking skills. They were aided by the research skills of Calum and Callie-Ann. We await to hear if we have made the semi-finals!



INSET Day - Monday 5 January 2026

Chase High School along with all schools within the Trust, will be holding an INSET day on Monday 5 January 2026. Pupils will not be required to attend school on this date. The day will be used to introduce and train staff on Bromcom, our new Management Information System (MIS), which will be implemented across the school and the wider Trust at the end of January.

Bromcom will play a central role in supporting the day-to-day running of the school, helping us to further streamline the management of pupil records, attendance, timetables and progress. It will also enhance communication with parents and carers through the Bromcom Parent App, which will benefit our whole school community.

Further information can be found at <https://bromcom.com/>.

Thank you for your understanding. If you have any questions, please do not hesitate to contact us.



Celebration Assemblies

This week, years 7, 8, 9 and 10 celebrated their success from this year so far. Pupils were rewarded in their tutor groups for their house points, attendance and quizzes, as well as individual pupils being awarded with 'Pupil of the Half Term' certificates. Well done to everyone who received an award!

BOOK OF THE WEEK!

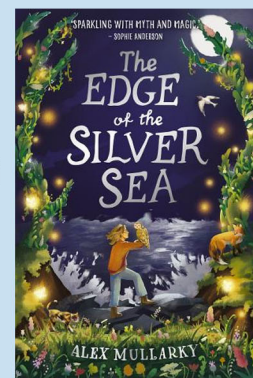
The Edge of the Silver Sea by Alex Mullarky

Age recommendation: Perfect for Key Stage 3

Short synopsis: Forced to move to the remote island of Roscoe, Blair Zielinski is determined to get back to her old life. Then one of the island's darkly magical fey folk offers her an irresistible deal.

Why choose this book? "This enchanting story sparkles with everything I love – myth, magic, and the wonder of wild places."

Sophie Anderson, Carnegie Medal shortlisted author



Admissions Arrangements Consultation Academic Year 2027/28

We are currently consulting on a change to our oversubscription criteria and our in-year admissions application form for 2027/28, details of which can be found on our **website here**.



Dates for your Diary:

6.11.25 Sixth Form Open Evening

11.11.25 Whole School Remembrance Event

12.11.25 Poet Visit

20.11.25 Year 10 Parents' Evening



DISCOVERY
EDUCATIONAL TRUST

Chief Executive Officer: Mr R Duff

Chase High School is proud to be part of the Discovery Educational Trust



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CHASE HIGH SIXTH FORM

AMBITION - RESILIENCE - KINDNESS

OPEN EVENING



THURSDAY 6 NOVEMBER

16.00 - 19.30

FOR FURTHER INFORMATION
OR TO BOOK A TOUR
EMAIL SIXTHFORM@CHASEHIGH.ORG



AMBITION - RESILIENCE - KINDNESS

What Parents & Educators Need to Know about VIOLENT CONTENT ONLINE

Around 70% of teenagers say they've seen real-life violence on social media in the past year – often from as young as primary school age. Just 6% actively seek it out; most encounter it through group chats or social media algorithms. From fights and pranks to hate speech and graphic media, exposure to violent content online is more widespread – and more harmful – than many adults realise.

WHAT ARE THE RISKS?

MENTAL HEALTH AND TRAUMA

Children and young people report feelings of anxiety, guilt, shame or fear after seeing violent content. For some, these effects may be short term, but for those with existing vulnerabilities or past trauma, the impact can be more severe. Many also feel pressured to 'laugh off' violent content to fit in with friends, even when they find it distressing.

BEHAVIOUR CHANGES

Exposure to online violence can lead to fear and avoidance behaviours – such as skipping school or staying indoors. When children see weapons used in videos, it can heighten their perception that the world is unsafe and, in rare cases, increase the likelihood they'll consider carrying a weapon themselves, such as a knife for protection.

ESCALATION AND PARTICIPATION

Violent videos often go viral quickly. What begins as an online argument can spill into real-world fights – which are sometimes filmed and shared to gain views or status. Some children even admit to sharing or creating violent content themselves to gain attention or boost their reputation.

DESENSITISATION

Older teens may become numb to violent content after years of exposure, admitting they're unlikely to report it. Younger children also tend not to report it – usually because they don't believe anything will be done or because they're afraid of being labelled a 'snitch' by their peers.

HARMFUL IDEOLOGIES

Violent content online may overlap with racist, misogynistic or otherwise extremist ideas. These messages can dehumanise others or glorify violence as a way to gain power, popularity or notoriety. Over time, this can normalise dangerous behaviours and attitudes among impressionable viewers.

DISPROPORTIONATE IMPACT

Not all children are affected equally. Those who are excluded from school, marginalised, disabled or neurodivergent are often more vulnerable to the effects of online violence. It's essential to consider wider context – including home life and access to safe spaces – when thinking about potential harm.

Advice for Parents & Educators

CREATE SUPPORTIVE SPACES

Many children feel adults are too busy or won't understand their experiences online. Take time to build trust through non-judgemental conversations about what they're seeing. If they don't want to speak to you directly, gently signpost towards trusted services they can turn to for support.

KNOW WHAT'S ILLEGAL

Some violent content is simply upsetting, while other examples may be criminal or a safeguarding matter that needs reporting. Help children understand the difference by staying informed about online laws and social media reporting procedures. A useful resource is reportharmfulcontent.com.

AVOID HARSH RESTRICTIONS

Fear of punishment is a major reason young people stay silent about violent content. Try not to overreact or threaten to take away devices. Instead, reassure children that they can speak openly and that asking for help won't get them into trouble.

UNDERSTAND TECH AND TRAUMA

Older children may already know how to block accounts or avoid triggering content. Help younger or more vulnerable children learn these tools and encourage habits that reduce exposure. Just as importantly, teach techniques that help them process distress – building resilience and emotional literacy for both online and offline life.

Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in digital safety, media law, and young people. Her PhD investigates children's understandings of risk online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal, and ethical considerations for the digital age. Visit onlinemedialawuk.com for more.

#WakeUpWednesday®

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CAREERS NEWSLETTER

This newsletter is a collation of all the opportunities we have heard about from employers and universities. Please use the links included to read more information and apply to anything you are interested in. Links are underlined.

OPPORTUNITIES



DISCOVER! Creative Careers Month is happening in November. Employers & creatives sharing careers, programmes, resources and inspirational stories with the next generation. 150+ speakers inspiring young people to discover and explore creative careers. [Check out the agenda](#) and sign up to as many free talks as you wish!

The [Into Film Festival 2025](#) takes place between 7-28 November, and will feature thousands of free screenings and special events right across the UK.

Check out [this video](#) of Jim Parkyn, a Model Maker at Aardman Studios, talking about his profession and how people can follow in his footsteps.

UK Youth have teamed up with actor and writer Ben Bailey Smith to launch a new film highlighting the damaging impact of cuts to youth services in the face of the cost of living crisis. [Watch here](#).

Step inside the world of contemporary craft with Cockpit, home to some of the most exciting makers in the world. This session on the 17th November (14:00-15:00) will explore the many creative career paths in craft and design, and how Cockpit supports maker. [Register here](#).

In this [Subject Spotlight](#), Dr. Suzy O'Hara, Lecturer in Digital Arts and Enterprise at the University of Sunderland, takes you on a journey through the history, impact, and future of fine art—showing how artists shape society, technology, and even crisis response.

"You'll find out why we're 1st in Computing for Teaching (The Guardian University Guide 2025) when you join our free [Insights Session](#) on the 8th November (11:00-12:00) to discover all you need to know about studying Computing at Buckingham."

JOB OF THE WEEK



[Model Maker](#)

Model makers build the digital or physical versions of everything that is seen on screen in an animation. They translate concept art, character designs and environment designs into models ready to be animated.

A degree in animation, computer graphics, fine art, or an equivalent subject is preferred by employers, but not essential.

LABOUR MARKET INFORMATION FACT

"Nearly half (47%) of young people had taken some kind of social action in the last 12 months. The most popular social action was helping to improve the local area (24%), followed by organising or signing petitions (22%) and campaigning or raising awareness (9%)."

[Source](#)

If you have any questions or need support, please email careers@chasehigh.org

CAREERS NEWSLETTER

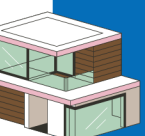
OPPORTUNITIES



If you're interested in a career related to sustainability, but you're not sure how to get there, you'll be pleased to hear there are lots of routes to the perfect green role. [Read here.](#)



Pearl Ayem is a physical climate scientist and Senior Risk Modeller at Sillion, transforming climate data into real-world impact. Born in India and raised in Canada, her love for nature led her to atmospheric science, where she models climate risks for businesses. [Meet Pearl here.](#)



Lay the foundations for your understanding of architecture, explore diverse careers, and delve into the industry through engaging workplace projects. [This programme](#) unveils the dynamic realm of architecture—from urban planning and green architecture to restoration and the integration of technology.



This virtual [work experience programme](#) will introduce you to some of the most exciting careers in the renewable energy sector, with none other than the global leader on climate action - Ørsted.



With opportunity highlights, actionable career tips and stories from the frontlines, the [Green Jobs Pod](#) must-listen for people who care about using their career to make a difference.



Check out [this on-demand webinar](#) about studying Global Sustainable Development at university - including what to expect, reasons to consider it, application tips and careers. Featuring the University of Sheffield.



Ready to kickstart your career and Join the Superpowered? At National Grid, our Apprentice programmes are designed to energise your future. Whether you're passionate about engineering, technology, or business, this is your chance to gain hands on experience in a dynamic, future-focused environment that keeps the country running. Start your application [here.](#)

EMPLOYER SPOTLIGHT

"The UK is leading the way in the transition to cleaner energy, and at Arup, environmental-led design is at the heart of that progress.

By embedding sustainability into infrastructure from the very start, Arup is shaping projects that balance energy needs with environmental responsibility."

Read more [here.](#)

UNI SPOTLIGHT

"From our leading facilities to the strength of our industry connections, everything we do is designed to help our students thrive. [At Hartpury](#), we combine outstanding facilities, expert teaching, and a supportive community. You'll benefit from hands-on learning in industry-leading environments. Our dedicated staff and inclusive culture ensure you'll receive the support you need to succeed."

If you have any questions or need support, please email careers@chasehigh.org