

ISSUE

April 2021

KINZGS

NEWSLETTER



Art Work by Daniel Horelican [Year 13]

THE EASTER ISSUE

THE HEAD MASTER'S PAGE

Dear Students, Parents and Carers,

This time a year ago my newsletter opened with the line "I hope that this will be the most unusual Newsletter that I will ever write. At the time of writing we are approaching the end of the second week of school closures." Along with Education and the wider world, King's has faced the challenges of the pandemic. The face-to-face lessons were replaced by remote learning, flow tests and one-way systems.

So many of our students have inspired others during the extended periods of lockdown and again in this issue we celebrate a flavour of that activity. The whole school community has risen to the challenges of lockdowns and the returns to school that have followed. There are many changes that we will continue with long after the pandemic has come to its end.

Recently some deplorable comments were posted online in a completely unprecedented incident for us, involving a very small number of our pupils. We utterly condemn it, and remain committed to producing well-rounded, responsible young people. We have dealt with it promptly and robustly and will take this opportunity to reflect on its implications as part of our Equality and Diversity review.

Year 11 and 13 May Assessments

For the second year running we have a period of no formal examinations. This year, however, the examination boards will award grades based on evidence that we send to them.

The much-awaited guidance on May assessments arrived on Friday 26 March. Very little was unexpected, and I am pleased that King's is ready and prepared to meet the challenge of providing indicators to the exam boards so that they can award grades.

The most significant part of that evidence will be based on the assessments that students are completing in May. The content of the assessments can be found on the school's website pages: <https://www.kings.lincs.sch.uk/y11mayassessments> and <https://www.kings.lincs.sch.uk/y13mayassessment>.

We wish all the Year 11 and 13 students the very best of luck with these assessments.

The dates for the release of GCSE and A level results have also changed, now being:

- A level results day - 10 August 2021
- GCSE results day - 12 August 2021

Important message regarding testing for COVID-19 from AFox BA MPH MFPH FRSPH (Public Health)

We are aware that the recent expansion of home-testing for COVID-19 may be causing some confusion. It is extremely important to be aware that testing using Lateral Flow Devices (LFDs) is only appropriate for people who are not symptomatic.

Anyone who has any of the COVID-19 symptoms (fever, persistent cough, change in the sense of taste or smell) should immediately self-isolate, along with their household, and arrange a Polymerase Chain Reaction test (PCR). This is a legal requirement; in no circumstances should an LFD test be used instead of booking a PCR test as these tests do not have the required sensitivity for symptomatic testing. This could result in children and staff members attending school when they are infectious. It should also be noted that guidance has now confirmed that a positive LFD test result MUST now be followed by a PCR test within 2 days and the household and close contacts should self-isolate. However, if the PCR test is negative and there are no symptoms, the household and close contacts can return to normal activities.

It is important that all schools do not allow staff or students to attend school when they are symptomatic because they have a negative LFD test result. Anyone symptomatic should self-isolate and arrange a PCR test.

Free School Meals

The Local Authority will not be funding Free School Meal vouchers over the Easter Break. However, if that changes, we will inform you. Any families experiencing significant hardship can access the local food bank. Please email admin@kings.lincs.sch.uk if you would like more information.

Year 13 March Assessments

We are pleased to have completed the Year 13 March assessments and we are confident that this period will have enhanced their readiness for the May assessments. Students are encouraged to reflect on the feedback they receive from their papers and to continue to work closely with their teachers to maintain their momentum towards their May assessments. This is also a time for students to be reviewing and confirming their final university choices: Deadlines for Accepting University Offers | UCAS. Once their final decisions have been made, their university will contact them directly to confirm accommodation. Students will also need to begin thinking about their Student Finance applications and further information can be found here Student Finance - Student Loans And Tuition Fees ([ucas.com](https://www.ucas.com))

Year 12 Students

Year 12 students are about to begin their Higher Education application journey. The University of Sheffield will present a "Why HE?" talk to the year group in our first week back to school and we will be hosting our own Higher Education Information evening on two separate evenings during the week beginning 26 April (more information on how to book your place will follow). Students will work very closely with their form tutors next term and will receive further presentations from The Universities of Leeds and Newcastle in addition to our Oxbridge and Medic preparations.

Yours sincerely

Simon Pickett - Head Master

COVID-19, AND ACHIEVEMENTS

FROM LINCOLNSHIRE COUNTY COUNCIL

Test and Trace Support Payments

The current Department for Education's Schools coronavirus (COVID-19) operational guidance contains a section related to the Test and Trace Support Payments - a support payment of £500 that some school staff, parents and carers may be eligible for.

This scheme is administered through district councils on behalf of the government. If a parent or carer needs to care for a child who is self-isolating they will require a letter from the school or childcare setting to complete their application for the support grant.

The guidance says that when a parent or carer applies for the support payment the local district council will need to make contact with the school or setting by phone or email to verify the information about the child. The information they will need is:

- the child's name, age and main address;
- the child's first day of isolation;
- that the child didn't continue to attend the education or care setting when they should have been self-isolating;
- whether the communication from the education or care setting is genuine (if this has been submitted by the applicant).

This information is needed to perform standard checks against fraudulent claims.

The scheme will start after Easter.

RECOVERY

As part of The King's School recovery programme we have been working with 8 former students who, after completing an external training programme, have been mentoring Year 7, 8 and 9 students. This has been part of a trial.

The school has also signed an agreement with Vision for Education to support tutoring in the older years. Students have been identified for each of the programmes and there will be more information concerning this in the coming weeks.

In addition we also purchased CENTURY which has been rolled out across the school. CENTURY is an Artificial Intelligence-powered online home learning platform that tailors study materials to the needs of the individual.

As part of a international competition on the CENTURY platform students have been completing questions in English, Mathematics and all three Sciences. During the last week, The King's School answered around 8,700 questions. This means, throughout the whole competition, students answered around 52,000 questions.

Considering how recently we started using this software this is an incredible achievement. Well done to all of those who took part in completing questions.

Overall, an average of 58.4 questions were answered per student, placing us just behind a school Qatar with an average of 59.1 questions.

Children of Courage 2021

On Wednesday 10 March, Oscar Kellas of Year 8 attended the 2021 South Kesteven Rotary Club's Virtual Children of Courage Awards with his mum and Mrs Dixon.

Oscar was nominated for the award by the Teaching Assistant Team because of his courageous and stoic attitude at school despite the difficulties he faces every day. He suffers from a condition which affects the connective tissues of the body and causes extreme tiredness and stretchy skin that breaks and bruises easily. Mrs Dixon, Teaching Assistant, spoke at the awards ceremony and said that Oscar has "more resilience and more stamina than Iron Man himself."

Oscar received a bag of goodies from local companies and was presented with a well-deserved award.



Sports Achievement

Ruben Powar from Form 8C was nominated 'Manager's Player of the Year' for Radcliffe Olympic Football Club for the 2019-20 season. Well done Ruben.

Well done Ruben.

Parents, Teachers and Friends Association

Introduction

The Parents, Teachers, Friends Association actively supports the school, teachers and students by organising events to raise funds for the school community.

Due to restrictions in place, our ability to hold face to face events and raise funds is currently limited; therefore the PTFA is working on how to continue the fundraising efforts with remote events.

We rely entirely on the goodwill, energy and participation of parents and teachers and would like to welcome anyone wanting to get involved.

Secondhand Uniform Items

The PTFA would be very pleased to receive items of used uniform items in good condition, e.g. blazers, ties and particularly the new style PE kits. Please email the PTFA at ptfauniformshop@gmail.com if you have items to donate. Thank you.

Funding

If you haven't already registered with easyfundraising to help support us, please sign up now at www.easyfundraising.org.uk/kingsschoolgrantham where the money raised will make a real and positive contribution to the education of your boys.

We hope that many of you will feel able to contribute something to the school and with the ability to claim back the tax you have paid, the school will receive £12.50 for every £10 you give.

We recognise that not all parents will be able to help us in this way and would like to thank anyone who is able to either give some time through volunteering on an ad-hoc or regular basis to PTFA activities, or is able to make a regular gift, both of which will help to make a huge difference to the whole-school experience for our boys.



STUDENT SUCCESSES

Inspirational Students

Entrepreneurial Enterprise

Emmanuel Muoka of Form 8S has written the following piece:

“For as long as I can remember, I have always wanted to encourage and inspire others. I realised that many young people like to express themselves through what they wear. I discussed this with my parents who encouraged me to go for it.

With the onset of the Covid pandemic, life changed for everyone in so many ways. I found myself with more free time that I could spend on developing my ideas and trying to build a business.

I had several conversations with my friend, Jadon Ekpo who also shared my vision. In the summer of 2020 our business Clothing With Meaning (CWM) Roboras was born. The name Roboras is from the Latin word Robora, meaning encourage. Our company is built around helping young people get through the challenges of life by wearing clothes that make them feel encouraged and understood.

We hope that our designs and messages are inspirational to all who wear and see them and we spend lots of time on our designs, making sure that they encourage and build up our customers to be their best selves. We believe that wearing inspirational clothing is an important step in helping you feel good about yourself. Feeling your best shouldn't be unattainable and that's why our products are well priced.

Since our first launch on 1 January 2021, we have had orders from all over the world. We have been well supported by family and friends and we hope to expand our company in the future. Our vision is to also sell other items of clothing such as hats, jackets, hoodies and flip flops.

Apart from Jaden and I (the co-founders), other members of the team are Connor McNamee (product designer) and Liam Polzin (social media manager). We all play integral roles in the functioning of the company and Jaden and I couldn't have better business partners.

I hope this has given you a good introduction to CWM Roboras. You can find out more about us at www.roboras.com. If you wish to contact us please email us: cwmroboras2020@gmail.com.”



DEPARTMENT NEWS

BRITISH PHYSICS OLYMPIAD (BPHO) - SENIOR CHALLENGE

In the week commencing 1 March, eighteen Year 12 Physics students volunteered to accept the challenge of the University of Oxford and completed the British Olympiad Senior Challenge.

They had to complete a one hour question paper on topics covered in the A level course as well as new ideas and concepts. The questions were of a complex nature. All these students are congratulated on their effort and gained a commendation for completing the paper. The following students gained a higher award:

Purav Rajata, Max Bishop, Tristan Peacock, Finn Wood, Jude Wright, Kaviru de Zoysa, Thomas Linford, Tom Ross, Vincent Kearsley Bullen and Nasir Chaudhry gained a Bronze.

Viraj Deorukhkar, Ovindu Weerasinghe, Tommy Graham, Abdullah Abrar, Abhi Raja and William Paley gained a Silver which puts them in the top 45% of students in the challenge and Alex Humphries and Ned O'Malley gained Gold awards placing them in the top 10% of students.

Well done to everyone for attempting and succeeding on such a difficult paper.

Year 7 Ogden Trust Physics Quiz

Thank you to all the Year 7 students and their families who took part in the Year 7 Physics Quiz.

All students received a participation certificate and a small token of our appreciation. Particular mention goes to the prize winners:

1st Prize	Harry Orme (7M) William Simons (7N)
2nd Prize	Aiden Messina-Dalby (7M) John Thompson (7C)
3rd Prize	Nathan John (7C) Alex Perkes (7M)

Our next Ogden Trust competition across the Grantham schools is aimed at Year 8 and Year 9 students and is a photography competition on the theme of 'Physics in Everyday Life'. Your photograph could be of

a building or a bridge, an electrical device or even your pet dog defying the laws of gravity! Be as creative as you can but remember to stay safe. Information has been emailed directly to parents and the information has also been sent to Form Tutors. The deadline for entries is 30 April 2021.

Miss Jones - Subject Leader, Physics

History Association Young Quills Book Reviews

Last summer nine of our current Year 8 students completed book reviews of historical fiction books for the History Association.

The boys did a fantastic job and the History Association were very complimentary about the standard of the reviews written by our students and questioned whether some of them were only in Year 7!

The boys' reviews were published on the HA website for the general public to read.

Mrs McKenna - Subject Leader, History

Year 8 French Poetry Competition

This year, as ever, saw an enthusiastic and creative response from our Year 8 students.

The poems covered a wide range of themes from personal ones like cherished pets, to more political themes, like war. We were very impressed by the quality of the ideas and the range of language in the poems and also by the beautiful presentation of much of the work. It is always difficult to decide on the winners because the performance is so impressive but in the end the following students were chosen and were awarded certificates and book tokens as prizes:

David Williamson, Ethan Bain, Yixin Xie, Matthew Holmes, Stanley Jackson, Ryley Kirk, Elijah Halliday, Louie Shaw, Shay Brunning, Jake Harness, Sebastian Poulter and James Shepherd.

Well done to all!

The poems by Ethan Bain and Matthew Holmes are included in this Newsletter.

Mrs Roberts - Subject Leader, French

‘Souvenir’ by Ethan Bain, Year 8

Se rappeler. Se rappeler,
ceux qui ont combatta.
bombardements et bombardements,
Coince dans leur pensee.

On esperait tous que tout irait bien chez nous,
peu que rous sachions, beacoup de nos proches avient deja lieux-de
repos marques par le pierre

Enfants en masse dans les trains,
attente de recontrer leurs nouveaux parents.
Nouvelle college et nouveaux amis.
ca na pas tou jours ete bon a la maison
Blottis dans un abri
attendant que les sirens cessant de gemir.

Nous nous souviendrons toujours,
ceax qui ont vecu cette periode diffcile.

Translation ‘Remembrance’

Remember, remember
those who fought
shellings and bombings
stuck in their though.

We all hoped it was all fine back in our home,
little did we know many of our loved ones already had their resting
place marked with stone.

Children in their masses on trains,
waiting to meet their new parents.

New school, new friends,
it wasn't always great at home
Huddled in the shelter,
waiting for the sirens to stop wailing.

We shall always remember,
those who lived through this difficult time.

‘La Baleine’ by Matthew Holmes, Year 8

Il nage dans le soleil
Et saute sur la lune.
Il garde sa quene haute,
Et coule a travers le blue.

Avec un accident et une eclaboussure
un balayage it un balayage,
La baleine plonge vers le bas,
A sa maison dans le profondeurs.

Le long du courant oceanique,
la baleine glisse rapidement.
Avec une douce grace,
Le mammifere vole presque.

Giant majesteux,
Puissant fantome des mers,
Nage en mouvement paisible,
Par son royaume silencieux.

Translation ‘The Whale’

He swims in the sun
And jumps on the moon.
He keeps his tail high,
And flows through the blue.

With an accident and a splash
a sweep and a sweep,
The whale dives down,
To his house in the depths.

Along the ocean current,
the whale glides quickly.
With a sweet grace,
The mammal almost flies.

Giant majesty,
Powerful ghost of the seas,
Swims in peaceful motion,
Through his silent kingdom.

Careers Newsletter

MEDICINE

While many careers grow organically and don't always need you to follow a strict plan, medicine is different and if you think you would like to become a doctor, you do generally need to think about taking specific steps, from Year 11.

Why does it appeal to you?

This is the first question to ask, it's important for you and it's at the centre of the application process. There are many reasons that people are drawn to a career in Medicine:

- It might be that you feel it is a well-respected professional career, that offers you a measure of social prestige and good financial rewards.
- You may have family who are doctors and feel that it is also the path you should take.
- You might enjoy science, especially as it relates to the human body and think this a career that suits your academic interests.
- You may have an overwhelming desire to help others live better lives or support them with the final stages.
- The problem solving, investigatory aspects of the role of a doctor might appeal to you.

Do you have what it takes?

Being suitable for a career in medicine, means that you need to be academically able, the entry requirements tend to be AAA or above for Medicine at University and the course itself is very demanding, with high standards required. Many universities look carefully at GCSE grades as well as you having the right "predicted grades" at the start of Year 13. The average number of 8/9 grades usually achieved by successful applicants is 7 and some Universities (eg. Nottingham and Lincoln) use your GCSE grades, combined with your UKAT score to identify who to short-list for interview, they only look at your personal statements to make decisions after this.

Just as important as being academically able, is being able to demonstrate that you have the right personal characteristics. Medicine is vocational, which means the degree will lead you directly into that specific career. So ask yourself: What makes a good doctor? At interview and on your personal statement, the admissions tutors will be looking to see that you are able to be caring and empathetic, a good problem solver, who can learn and reflect, that you have a good understanding of the ethical dilemmas that doctors can face and also that you are also aware of some of the challenges of the role. They are also looking for your ability to communicate with others as this is such a crucial element of the job.

Choosing A-levels

If you are interested in medicine, then you need to think carefully about your A level choices. Both Biology and Chemistry are often required, but do your research as there are some exceptions. Websites such as the medical portal www.themedicportal.com are

good to check. Look on UCAS www.ucas.com for specific entry requirements. You might be drawn to the role of a doctor, but not really enjoy these required subjects, in which case you would probably not enjoy the course and find it very challenging.

Work Experience and Super-Curricular

To demonstrate your interest in medicine, work experience has always been seen as an essential component when applying to University, and something that would form part of your personal statement and be demonstrated at interview. Since the Covid-19 pandemic, this has been very difficult to simulate, but there are some virtual options out there and you might need to think more creatively: perhaps you have bought shopping for a vulnerable neighbour or supported people with their mental health?

Typically, it is helpful if you have two kinds of work experience:

- A long-term volunteering opportunity, for example in a care home or in a childcare setting. This demonstrates that you have commitment to a caring role and that you have had a prolonged exposure to what it feels like to work with others who need support or care. You should consider making contact in Year 12 with hospices, care homes or nurseries to see if this is a possibility.
- A short-term work shadowing experience, at a hospital or with a GP practice. This can be arranged independently, or through the Lincolnshire Talent Academy: www.lincstalentacademy.org.uk for both virtual and real work experience.

This is not to say that students aren't successful with very different kinds of experience (especially due to Covid -19), but this model is seen as showing that you have a good awareness of what it takes to become a doctor. This academic year, consider googling "virtual work experience medicine", look on-line for lectures and TED talks, moocs and journal articles that are about issues relating to healthcare. Make sure that you follow the news in terms of what is going on in public health, it's fair to say that the management of the covid pandemic may come up in interviews over the coming years! As you apply at the start of Year 13, you have to make sure you have been attempting to gain some experience (even if this is virtual) before then.

Where should I study?

The league table rankings of university courses can be really important for some people, but remember when it comes to medicine the standards are so high that the quality of the course is respected everywhere. More important than where is "best" is the style of learning you would prefer. Some courses are far more traditional where you undertake theory for several years before moving onto more clinical content after the third year (e.g. Nottingham, Cambridge), whereas other courses involve more collaboration, problem solving elements and clinical focus, from the outset (e.g. Liverpool). Do some research and think about how you would learn best.

www.ucas.com ; www.themedicportal.com

www.timeshighereducation.com/student/best-universities

The Application Process

At all points during the process, the admissions tutors are asking themselves if you have what it takes to pass the course. The application process is demanding, some things you need to consider:

- Early Entrant Application Deadline is the 15th October, the school wants you to have your personal statement completed before then. This is to allow time for the full process to take place. You will need to have completed your UCAS log in, filled in all your information and uploaded your personal statement, while your tutor will submit your reference.
- Admissions Tests are required for all courses. They may need to have been sat in advance of the application.
- You can only apply to four Medical courses, but you may apply to five courses in total (like everyone else). It's typical for students to choose a subject that is similar, such as Bio-Chemistry, Bio-medical Science, or Psychology for this fifth slot. If you are unsuccessful in gaining entry to medicine, would you like this course?
- You may be invited to interview and you may be given an offer, but you may not; always remember that this is a competitive route. Many students will only receive one or two offers, whereas their friends may have positive responses from all 5 of their non-medical courses. Consider your Plan B: re-applying during a GAP Year? Your 5th University Choice? Something else?

Interview

If you get to the point of having an interview scheduled, then well done! This is something that many applicants worry about, but try to relax. What is crucial is that you think about what the admissions tutors want to see; they already have a sense of your academic ability and so the interview process tends to focus on your personal characteristics and how your mind works when you are faced with reacting to new situations and problems. Typically, there are two kinds of interview styles, and you can do some on-line research as to what to expect in advance from the university you have chosen, although you will be told before the day.

Multi-Mini Interviews (MMI) and sometimes take place in a purpose built hospital ward. At each station you will meet a different individual and they will have specific aims to learn more about you. You may have a "patient" (an actor) with presenting symptoms and be asked to think about the right questions to ask in some sections and in others be asked more straightforward questions. This interview format can seem intimidating, but it is also fun and means that if one mini interview doesn't go as well as you hoped, you have the chance to prove yourself in another section. Most successful applicants will feel that they were weaker in some areas – so stay positive.

Panel Interviews: These are traditional interviews where a few admission tutors will ask you questions. Have answers ready to the most obvious questions, such as:

"Why do you think you will make a good doctor?"

"What do you think are the challenges facing the NHS?"

"Can you describe a time when you have dealt with a challenging situation?"

"Can you tell me a time when you have worked effectively in a team?"

"What do you think are the challenges of working as a doctor?"

"What do you think of the government's response to the Covid-19 pandemic?"

"Can you tell me a time when you have had to support someone else?"

They may also ask you case study questions which get you to think about lots of different considerations with regards to a patient. It's not expected that you diagnose, but they are looking to see how you tackle a problem.

What's next?

It's sometimes easy to forget when faced with the challenges of applying to medical school, what life will look like at the other side. After your five year degree, you will then need to carry out a further two foundation years as a junior doctor (paid) before you are fully qualified. You may then specialise, which can take a further 8 years to reach the level of consultant, if this is what you wish to attain. There are various roles that you could consider, such as working in general practice; working as an anaesthetist; an occupational physician; a surgeon; an ophthalmologist; a paediatrician; a gynaecologist; an obstetrician and more. Look at the British Medical Association (BMA) website for the full list of specialisms.

www.bma.org.uk

GMC: www.gmc-uk.org/education/becoming-a-doctor-in-the-uk

Royal College of Surgeons: www.rcseng.ac.uk/patient-care/surgical-staff-and-regulation/qualifications-of-a-surgeon

Alternatives

It might be that you realise that Medicine is not quite right for you, you don't have the grades you need or you may not be successful at application. Don't panic! You may realise that a different pathway is better for you, this may require you to apply to university another year, use clearing or take the 5th choices that you selected on UCAS. What you need to ask yourself is: What was it about a career in medicine that you felt made it right for you?

Was it the love of science? In which case consider careers in scientific research, pharmacology, bio-medical engineering.

Was it the desire to help and care for others? In which case consider nursing, physiotherapy, social care, careers related to psychology, charity work or education.

Was it your desire to work in Public Health? In which case consider careers in NHS management, public health.

Was it your desire to problem-solve and investigate? In which case consider roles related to Business and Finance, or areas such as policing or military intelligence.

If you have considered all these options, but still long to qualify as a doctor then you could try again, but most Universities do not consider re-sits (if this is the reason you were not successful). You could also look into graduate medicine or consider applying to Universities abroad.

Graduate Medicine: www.themedicportal.com/application-guide/graduate-entry-medicine

Studying Abroad: www.astarfuture.co.uk



Combined Cadet Force

This update from the CCF Contingent is shorter than usual, but we are now well on the way to resuming CCF cadet activities. The adults were trained on 25 March and senior cadets will be briefed on forthcoming activities on 1 April and we are hoping that a 'Covid Bubble' of cadets will return on 22 April.

Recruiting Plan

We are recruiting current Year 9 students, hoping for at least 30 new cadets and have already received emails from interested cadets and parents. If any other parents of students in Year 9 wish to enquire about CCF recruitment please email SSI Pulfrey at ssi@kings.lincs.sch.uk so that a recruitment list and a training plan can be co-ordinated.

There will also be a recruiting exercise in July 2021 led by our senior cadets. Recruitment is crucial to the continuation of the CCF and the recovery from the effects of non-parading due to Covid-19.

The Contingent has a Summer Camp planned with 7 Brigade for 25 cadets and 4 adults for the Army Section at Beckingham in July 2021 (9-12 July inclusive).

We have also been allocated places at Inskip, the RAF Training establishment in Cumbria, date to be confirmed.

The CCF Annual Dinner evening date has now moved to 7 July 2021 and is an opportunity for the Contingent to impress a senior VIP.

There is no news as yet regarding when flying or gliding may return, but the RAF are working on this and further news is imminent.

R M Ogg, BEM

Lt Col - Contingent Commander





MENTAL HEALTH & WELL-BEING

The last term has been one of adapting and constant change as we all dealt with another lockdown, track and trace notifications and sudden changes to where we may be working from. This is on top of the usual difficulties we seem to face at this time of year, particularly the short days and miserable weather! However, it is important to recognise the resilience we all have within us to keep going, to support our family and friends, and to bounce back each time the goalposts are moved.

We can never be 100% certain of what will happen next, but by focusing on what you can take charge of, rather than what is not in your power, you can make a real difference to how you feel. So speak to the people around you, access the mental health resources available online, or even grab some fresh air outside - these are things in your power to do and can make a world of difference when the things around us change so quickly.

[Mind - The Mental Health Charity](#)

[Shout 85258 - free, 24/7 mental health text support in the UK - Shout 85258 \(\[giveusashout.org\]\(https://giveusashout.org\)\)](#)

[Kooth](#)

Young Carers

Next term we plan to hold social groups each week in the Library to give the young carers in every year group a chance to get together and find some support. Please look out for the emails sent home to let you know when each year group session will be held, and there will be new posters going up in Form Rooms to inform students about what's happening.

A young carer is any young person who is living with someone at home who is disabled, ill long-term, frail, or has mental health difficulties or addictions. They might support them through cooking meals, collecting or dispensing medication, assisting someone to get around, or they could be looking after their siblings more to help out. There are lots of ways to be a young carer, but we know the impact of their extra responsibilities can be big on their own well-being, their friendships and how they do in school.

If you feel your son might be a young carer and you would like some more information about how school can support you, please get in touch with Miriam Bond@kings.lincs.sch.uk.



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