

“Politics”, said the 19th century German statesman Otto von Bismark, “is the art of the possible”. Undercutting any idea that it might be about noble purpose or making a better world, it’s a view aimed at managing everyone’s expectations, whether rulers or ruled. Political power is at best about identifying what can be done and negotiating so that it gets done.

The 20th century American economist J K Galbraith dialled it down even further: “Politics is not the art of the possible; it consists in choosing between the disastrous and the unpalatable.” That is sometimes how it feels as a school leader, especially when there are swirling forces in society over which we have little control but which we are expected to solve – things like pandemics that disrupt the equilibrium and well-being of the whole of society, for example.

As I put it in a recent article in the TES (the teachers’ equivalent of the JC...) the reopening of schools has been unquestionably a good thing, but has felt “like emerging from the tornado shelter to behold a scene of utter devastation. The wind has dropped to a breeze, the sunlight sparkles, a seagull caws a sign of life, but the landscape is battered and wasted, and we are the clear-up team. It’s our calling to overcome despair and embody hope in practical action. The trouble is, we are as bruised and crushed as the scene we survey.”

I want to take this opportunity to express the thanks of the whole school community to my colleagues on the staff who, defying the bruising and crushing, have picked themselves up and shouldered that burden. Amongst the tasks by which they have especially earned their half term break is the process of determining recommended grades for Year 11 and 13 public exams, a 21-step process which has taken the whole term so far, with some quality assurance still to do.

This isn’t special pleading: everyone has been battered by the past 15 months, and we all have a part to play in building back better. But managing this whilst responding to the emotional demands of students as they return, and the challenges of Everyone’s Invited, and a spot of bother in the Middle East, has added up to a more than usually heavy load. I shall be raising a glass over the coming week to all who have stepped up, metaphorical or literal mop in hand, and got on with the job.

I shall also be raising a glass – and I know students will raise the age-appropriate equivalent – to one colleague who has dived into the world of professional politics. Ms Bossman, one of the team who cover lessons when teachers are absent, was elected this month to Islington Council. Councillor Bossman, as we shall now proudly call her, combines approachability, a commitment to justice and a warm sense of humour – plus unfailing cheerfulness amidst the JCoSS community. We salute her especially in stepping as a woman of colour into an arena that is notably hostile at times. If anyone can find a positive ‘possible’ in the mire of the disastrous and the unpalatable, it is probably her.

All manner of actions can bring about better possibles, and I end by asking students who have not yet completed the student survey to do so in the coming week. Older year groups in particular have not yet responded in numbers, and we really want to hear their views on bullying, safety and sexual harassment as we continue to plan our response to the issues raised by Everyone’s Invited. The survey will remain open until the end of half term and the findings, which are already striking, will be published later this term.

I wish you all a restful and restorative week ahead.

Patrick Moriarty  
Headteacher

## Wellbeing at JCoSS: Challenging Topic - Self-Harm

COVID-19 is having a huge impact on the way we live our lives and unfortunately there has been an increase in rates of self-harm. They have risen fastest among young people. Even before the pandemic, people who self-harmed could struggle to access support – with only 38% of people who self-harmed receiving medical and/or psychological support.

### What is it and why do young people do it?

Self-harm is when someone hurts themselves on purpose, with the aim of relieving difficult feelings. Between 10 and 20% of young people are thought to self-harm and most report that they started at around age 12.

It can take many different forms, which can include cutting, fighting, burning, non-lethal overdoses, over-exercising, gambling and changes in eating patterns amongst many others.

It usually starts as a way to relieve a build-up of pressure. It can give temporary emotional relief, but sometimes self-harming can lead to feelings of shame, which can mean that the circle of self-harm continues.

### **At risk groups**

Anyone can be affected by self-harm, but some particularly at risk groups are:

- Those with a mental health disorder including depression and anxiety
- Young people in care
- Those in the LGBTQ+ community
- Those bereaved by suicide

### **What to look out for**

- Unexplained cuts, bruises or burns, often on wrists, arms, thighs and chest
- Wearing long sleeves, and trousers or tights, even in hot weather
- Refusing to get changed in front of other people, for example for PE or in changing rooms
- Signs they have been pulling their hair out
- Changes in eating habits - over-eating or under-eating and /or exercising excessively

### **What can you do as a parent?**

- If you become worried, talk to your child and ask them if they are having thoughts about self-harm
- Help them to identify and understand their potential triggers, so that you are all aware of them
- Discuss with them a signal they can give to you when they feel the urge to self-harm and ask them what would be helpful at that point
- If you have serious concerns, discuss the idea of visiting the GP together

Helpful websites:

[www.rethink.org](http://www.rethink.org)

[www.harmless.org.uk](http://www.harmless.org.uk)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

**Jessica Overlander-Kaye**

**Emotional Wellbeing Practitioner**

## Students Gain Experience in Real-Life Job Interviews

50 Year 12 students have been selected to take part in a Careers interviews project run by BEE Interviews. The project requires students to apply for an advertised job at Marks and Spencer and then undergo an interview by a professional volunteer from the business community who then provides verbal and written feedback on the student's performance. Students submitted their CVs and covering letters and the interviews took place on Zoom, earlier this week (May 25).

Students worked in groups so they were also able to learn from each other about interview technique and how to perfect it.

Feedback from students and employers has been excellent with some students performing so well they have been offered work experience by the interviewer.

This is the second time JCoSS has worked with BEE and this time we have been able to fund the project following a successful bid for money from the Mayor of London's Careers Booster Fund.

Helen Lewis and Clare Raff  
Careers Advisers

## New Mini Bus for JCoSS

A ribbon-cutting ceremony was held last week to mark the donation of a new mini bus to JCoSS by the Locker Foundation. The small ceremony was held in memory of philanthropist Irving Carter after he sadly died shortly after donating the bus. His children Susie Segal, Malcolm Carter and grandson Jack in Y12 attended the ceremony along with Mr Moriarty, Staff and Head Students who gave a speech. Mr Moriarty commented 'We are very thankful to the Locker Foundation for this exceptional and generous gift, which will be used by our students for years to come. We are pleased that we were able by means of this small ceremony to honour Irving for his amazing contribution to our school'.



## 6<sup>th</sup> Form NEWS

We are delighted that clubs and societies in the 6<sup>th</sup> form are now beginning to re-emerge post lockdown. Our new 'FemSoc' (Feminist Society) was launched 3 weeks ago for Year 12 and has welcomed over 40 students to each session. Ms Burman commented on the "eloquence and respect shown by all students here today," at the first session.

Co-founder Emma Segal reports that, "At the JCoSS Feminist Society, we aim to provide a safe and inclusive space to have structured conversations on an array of topics. So far, we have already had three immensely successful sessions on the different types of feminism, in which we heard many interesting perspectives from our participants. Make sure to follow us on Instagram (@jcossfemsoc) to keep updated on which topics we will cover next!"

Our new 6<sup>th</sup> form Debating Society kicks off this week too. When COVID restrictions lift further in the coming months, the 6<sup>th</sup> form look forward to offering opportunities to younger years to join in.



## Politics A-Level: The Virtual Visit from Baroness Finlay of Llandaff

Picture the scene: an average Friday at JCoSS, students and teachers excitedly anticipating the arrival of Shabbat. The end of the first week of the new term, the stamina to last the week slowly returning. 'How', the students had been asking, 'can we possibly inject some (more) excitement into our return to school?' We had just the tonic: a virtual visit from Baroness Finlay of Llandaff.

The Baroness, a crossbencher appointed following Tony Blair's sweeping reforms to the House of Lords (in 1997, when I was 10), Zoomed in from a suburb of Cardiff. She gave generously of her time, answering a range of questions ranging from those in her area of medical expertise (palliative care and effects of smoking and alcohol) to questions about Cameron's WhatsApps, further reform to the Lords and how she 'got the job'. Her cat also put in a cameo appearance and she flexed the parliamentary mute button - showing us all how it's done. The students and I all thoroughly enjoyed her 'visit' and found it a great learning opportunity. We were lucky to be able to host her.

Benjamin de Jong  
Head of Year 8, JCoSS



# News from JCoSS LRC

The LRC has remained open and busy this term, supporting LRC lessons and delivering reserved books to students. Students continue to enjoy reading physical books but more students are trying our new ebook and audiobook library, which can be accessed on student phones. Once students have downloaded the App they have access to 1500 eBooks and 900 audiobooks, all chosen for secondary age students.

Here is the link to our school LRC website <https://uk.accessit.online/jcs00>.

Students can log in using their school email address.



Here is the link to our ebook and audio books <https://uk.accessit.online/jcs00>

Sign in with your JCoSS email address and password.

Up to two items can be issued for 2 weeks and can be renewed.



## The 2021 Carnegie Shortlist

The CILIP Carnegie Medal is awarded each year by children's librarians for an outstanding book written in English for children and young people. Librarians vote for their favourite titles suitable for young people and there is a shortlist drawn up of the top 8 titles. Young people can also get involved by reading the books and voting for their favourite title. This year the winner will be announced on 16th June. These titles are all highly recommended.

The shortlist for this year is:

- Clap When You Land by Elizabeth Acevedo (Recommended age 13 +)
- The Girl Who Speaks Bear by Sophie Anderson (No age restriction)
- On Midnight Beach by Marie-Louise Fitzpatrick (Age 12 +)
- The Girl Who became a Tree by Joseph Coelho (Age 12+)
- The Fountains of Silence by Ruta Sepetys (Age 14 +)
- Echo Mountain by Lauren Wolk (No age restriction)
- Run Rebel by Manjeet Mann (13 +)
- Look Both Ways by Jason Reynolds (No age restriction)



## My Story Series

This month we are publicising the 'My Story' series for years 7-9. We have 33 books from this series in the LRC. 'My Story' is a series of historical novels for young people written in the form of a diary of a fictional young woman or man living during an important event in history. They cover many topics ranging from the Romans to the trenches.



Keep reading everyone! If you have any feedback or problems please email us at [LRC@jcss.barnet.sch.uk](mailto:LRC@jcss.barnet.sch.uk).

From all the LRC Staff, Mrs Rice, Mrs Levontine & Mrs Pragai

## Scholars' Programme Award Winners

Mazel tov to the Scholars' Programme Award Winners who have shown great ambition at JCoSS. They have been recommended either by their teachers or Head of Year as demonstrating an outstanding thirst for learning. To recognise this, we are very pleased to present them with a Scholars' Programme medal and £10 Waterstones gift card.

### Year 7

- Sephora Austin
- Isabella Yadid
- Nathan Zneimer
- Alon Shteinberg
- Zacy Glass



**Sephora Austin**



**Shmuli Schwab**

### Year 8

- Maya Zaluka
- Shumli Schwab
- Seren Gee
- Reuben Zealander
- Jake Caras

### Year 9

- Zinedine Bouyaed
- Madison Stone- for maths
- Eleanor Bitton - prep for her GCSE French early
- Bella Howe- for English
- Milly Bryk – for being long-listed for the National Theatre New Views play writing competition



**Milly Bryk**

### Year 10

- Daniel Traeger-Lewis
- George Leach
- Jamie Warren
- Franchesca Fabian
- Millie Smith

### Year 11

- Bar Lemberg
- Harry Earle
- Levi Sasson
- Annie Franklin
- Tamar Cullis

# The Duke of Edinburgh: 1921-2021

By Milly Bryk

Saturday 17<sup>th</sup> April 2021, Britain's longest serving consort was laid to rest in St George's Chapel, Windsor. His Royal Highness, Prince Philip, The Duke of Edinburgh passed away peacefully on 9<sup>th</sup> April 2021 at Windsor Castle. He was two months away from his 100<sup>th</sup> birthday. Although we may not initially realise it, his life indirectly affected so many of ours through the Duke of Edinburgh award scheme. Prince Philip also opened Hertsmere Jewish Primary School in 2000.

Philip was born to Princess Alice and Prince Andrew of Greece on 10<sup>th</sup> June 1921. During the Second World War, Princess Alice sheltered a Jewish family from Nazi persecution and has been honoured by the Israeli government for doing so. She is buried in Jerusalem near Yad Vashem.

The Duke of Edinburgh award scheme, established in 1956, was based on his own experiences at Gordonstoun school, Scotland. It enables students to give something back to their community, learn a new skill and develop friendships. As someone who is completing their bronze award, I really can see why so many people get involved in such a wonderful award scheme and why it has spread across the world.

On 13<sup>th</sup> May 2021, approximately 120 Year 9 students took part on the Bronze Duke of Edinburgh training day. Here we navigated around Chalfont St Peter, which was great fun although we managed to take multiple wrong turns. Even though the weather was against us, the rain somehow it made it more adventurous. To finish the day, we cooked a meal over a camping stove to warm us up. It was a great day and we look forward to completing the full expedition in June.

## Summer Term in the Science Faculty

In the last newsletter we said we would update you about the 5 year 9 boys who had taken part in the EDT Industrial Cadets Bronze Award. The virtual graduation ceremony was on 23/4/21, and there were some interesting speeches from different walks from industry. The students had time off lessons to attend and their parents were also invited to join. Unfortunately on this occasion they did not get one of the prizes on offer, but they did get a special mention. Despite this it has been a very worthwhile experience and the boys have been awarded a JCoSS Scholars' Programme medal and a £15 Waterstones gift card. In addition they have also been added to the Scholars' Programme Microsoft Team. This is where links are posted to extra resources, events and competitions.

We would like to participate in this initiative again next year and invite interest from any future year 8 or 9 boys and girls who have a budding curiosity in STEM. Any student can express their interest either, to their own science teacher, HOY, or Ms E. Taylor.

### Career of the month

We have recently introduced a STEM career of the month notice board in the science wing. We will aim to include three different career paths - General Careers, Apprenticeships and University routes. Hopefully this will be of interest to all students, but particularly those in KS4&5.

## **JCoSS Key Term Dates – Second Half of Summer Term 2021**

<b>Date</b>	<b>Time</b>	<b>Description</b>
Mon 7 <sup>th</sup> June	8.30am	Start of second half of Summer term
Thurs 10 <sup>th</sup> June		Rosh Chodesh Tammuz – timetable as normal
Tues 15 <sup>th</sup> June	Morning	Year 8 HPV Vaccinations
Thurs 8 <sup>th</sup> July	1.45pm	Early Closing for staff twilight
Fri 23 <sup>rd</sup> July	1.05pm	Early closing for last day of term

- School will end on Fridays at 1.45pm until the end of the school year
- Year 7 & 12 start school on Friday 3 September after the Summer holiday and other years start on Monday 6<sup>th</sup> September.