



THE YARDLEIAN



OCTOBER 2025 EDITION

A NEW SCHOOL YEAR

A MESSAGE FROM OUR HEADTEACHER

Welcome to the first edition of The Yardleian for this academic year.

The best way to start the edition is to reflect on another outstanding set of examination achievements. Well done to the Class of 2025. Forty-six per cent of students passed both English and Maths at grade 5 or better, with sixty-eight per cent of the cohort achieving grade 4 or better. The achievements were not just limited to English and Maths, but extended across a wide range of subjects where performances have been better than national averages.

There were some amazing individual student performances, including Zonaira Zainab, who achieved grade 9s in all ten GCSE subjects. This is a remarkably rare achievement. Congratulations to all the students, staff and parents. I shared the school's achievements at our Open Evening with prospective new parents and was delighted to show that the dedication and hard work of everyone working together does result in success.

I have also been impressed with the smooth start to this academic year and am delighted with how students have settled into their studies and the opportunities they have already had outside the classroom. This edition will showcase some of the events they have participated in. It also contains some important information and reminders for parents and guardians around attendance, punctuality, homework, AI and parking.

Thank you for your continued support.

MR. G BASRA
HEADTEACHER





THE YARDLEIAN



OCTOBER 2025 EDITION

AMAZING GCSE RESULTS for the Class of 2025!

English & Maths 5+ (46%)

English & Maths 4+ (68%)

Including Zonaira Zainab who achieved x10 grade 9s!



CELEBRATING EXCELLENCE

We are incredibly proud to celebrate Zonaira Zainab, who has achieved an extraordinary ten Grade 9s in her GCSEs. This level of academic success is rare and reflects her exceptional commitment, resilience and determination. Zonaira's achievement is a shining example of what can be accomplished through hard work and belief in oneself.

A message from Zonaira:

"Thank you to everyone (especially the Yardleys School teachers) who helped me in every step of the journey. Always remember that success in school does not come from being 'naturally smart' – but from resilience, good habits and believing in yourself when times get tough. If I could do it, so can you. Your hard work today is the foundation of the life you want tomorrow. Constant effort and frequent mistakes are the stepping stones to genius."





THE YARDLEIAN



OCTOBER 2025 EDITION

OPEN WEEK & THE EXTRA CURRICULAR FAIR

Thank you to everyone who joined us for our Open Week events. It was a fantastic week, that truly showcased what Yardleys is all about – a place where students thrive.

The event was a great success, with a brilliant turnout and a warm, welcoming atmosphere. One of the highlights was our extra-curricular fair, which gave visitors and current students a chance to explore the wide range of opportunities available beyond the classroom. From sports and Duke of Edinburgh to leadership and enrichment activities, the energy and enthusiasm on full display reflected the vibrant spirit of our school community.

We're proud of everything our students and staff shared on the night – thank you for helping make it such a memorable occasion.



CLICK BELOW FOR

IMPORTANT LINKS AND LETTERS

HOME LEARNING SUPPORT &

INDEPENDANT LEARNING





THE YARDLEIAN



OCTOBER 2025 EDITION

SILVER AWARD SUCCESS AT THE WEST MIDLANDS CYBERFIRST CELEBRATION

We're thrilled to share that Yardleys was awarded the Silver Award at the West Midlands CyberFirst Celebration event, hosted by KPMG in recognition of our achievements in cyber – a proud moment for our school.

The event was a fantastic celebration of innovation and future talent, and we were especially proud to be represented by Mrs Chauhan-Rowe, Ms Patrick and Ms Rana. Their leadership and commitment have been instrumental in driving our success.

A huge thank you to everyone who has supported and recognised the importance of building future cyber talent. This milestone reflects not just our work, but the dedication and collaboration of the whole team.



EXPLORING THE INNER WORKINGS OF PCS

Computer Science students explored the inner workings of personal computers in a hands-on session led by Senior IT Technician Mr Poye. From everyday components to high-performance gaming parts, the workshop brought complex systems to life in an engaging and practical way.





THE YARDLEIAN



OCTOBER 2025 EDITION

INTRODUCING OUR NEW STUDENT LEADERSHIP TEAM

We're proud to welcome our newly appointed senior prefects — a group of students who have shown outstanding commitment, leadership and integrity. These individuals will play a key role in representing the student body, supporting their peers and helping to uphold the values of our school.

Their journey begins with enthusiasm and responsibility, and we're confident they will rise to the challenge. From helping to lead events to being role models in and out of the classroom, our prefects are ready to make a positive impact.

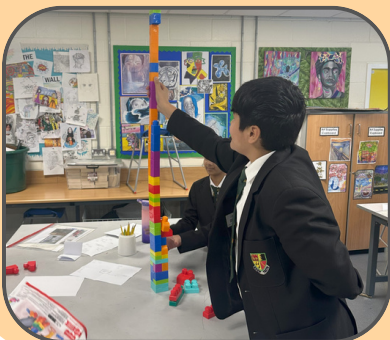
Congratulations to each member of the team — we look forward to seeing all that you will achieve this year.

Head Prefects: Salma Duale, Waniyah Malik, Aliza Naseeb

Deputies: Haroon Fareeduddin, Ahmed Rahman, Minahil Saleem



EAL WORKSHOP WITH BRITISH RED CROSS



Our EAL students took part in a fantastic workshop in partnership with the British Red Cross.

Students explored the four pillars of overcoming challenges, gaining practical strategies and building confidence through discussion and activities. It was a powerful reminder of the importance of resilience, empathy and support — especially in times of difficulty.



THE YARDLEYIAN



OCTOBER 2025 EDITION

LATENESS REMINDER

We would like to remind all parents and students that the school day at Yardleys School starts promptly at 8:40am. It is expected that all students are inside the building by 8:40am so they are ready to begin their learning without delay.

Punctuality is very important as:

- Arriving on time helps students settle into the day calmly and confidently.
- It ensures they do not miss important instructions or learning opportunities at the start of the day.
- Being punctual supports the development of good habits and personal responsibility, which are essential for success both in school and beyond.
- Late arrivals can disrupt lessons and affect not only the student's progress but also the learning of others.



We appreciate your support in reinforcing this expectation at home and helping your child develop a strong routine that sets them up for success.



REMINDER



HOMEWORK IS LIVE ON SATCHEL ONE

To support your child's learning journey, all relevant information, including assignment details and submission deadlines, can be accessed through the Homework and Independent Learning section of our website.

We encourage you to regularly check this section to stay updated on your child's academic responsibilities.



THE YARDLEIAN



OCTOBER 2025 EDITION

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

UNDERSTANDING SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

IMPACT OF SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include tummy aches, headaches, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and spent away from screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.



THE YARDLEIAN



OCTOBER 2025 EDITION



It can be challenging for parents and carers to know whether children are spending too much time on their devices. Furthermore, it's even more of a challenge to know whether a child is addicted to the internet and social media. As technology is becoming more pervasive, children and young people are experiencing tech-related dependencies. Do we as parents and carers have the knowledge to identify and support children and young people who may be developing an addiction to their devices?



47%
of parents
said they thought their
children spent too much
time in front of screens



What parents need to know about SCREEN ADDICTION



HEALTH & WELLBEING

Children as young as 13 are attending 'smartphone rehab' following growing concerns over screen time. There are now help centers in the UK which deal with screen addiction for children and adults showing the seriousness of device addiction. The World Health Organisation (WHO) has officially recognised gaming addiction as a modern disease. The condition was confirmed as part of their International Classification of Diseases (ICD) which serves as an international standard for diagnosing and treating health conditions.

LACK OF SLEEP

7 out of 10 children said they had missed out on sleep because of their online habits and 60% said they had neglected school work as a result. It is important that children get the sleep they need in order to focus the next day.

LOSS OF INTEREST IN OTHER THINGS

Your child may become less interested in anything that does not include their device. You may notice that your child is missing school time and generally being less engaged with other activities in the home. It is important to discuss this with your child as soon as you notice a behaviour change.



CONFIDENCE, SUPPORT & ADVICE

The Children's Commissioner report 'Life in Likes', explored how children aged 8-11 are using social media today. It showed that children are using their devices to speak to their online friends about their problems and seek acceptance and support, removing face to face interactions.

APPS CAN BE ADDICTIVE

Apps have been designed with 'psychological tricks' to constantly keep grabbing your attention. One example of this is on the app Snapchat, where you can gain 'streaks' when interacting with your friends. If you don't respond, you lose the streak. This addictive nature of apps aims to engage children and keep them coming back for more.



National
Online
Safety®



Top Tips for Parents



LIMIT SCREEN TIME

In today's digital age, technology is an important part of a child's development so completely banning them from their device will mean they are missing out on a lot, including conversations and communication with their friends. Rather than banning them from using their devices, we suggest setting a screen time limit. Work out what you think is a suitable and healthy amount of time for your child to be on their device per week. Remember that your child may need to use devices for their school homework so only set screen limits on recreational time on their device. Once you have established this, have the conversation with them to discuss why you are implementing a screen limit. There will be others in your child's friendship group who will not have screen limits set and will be sending messages when they do not have access to their phones.

LEAD BY EXAMPLE

Children model their behavior on their peers, so if their parents are constantly on their device, they will see this as acceptable. Try limiting your own screen time and follow the same rules you have set for them. If you have asked your child to not use their device at the table, make sure you don't. Try setting house rules that the whole family abide by.

LESS TIME MEANS LESS EXPOSURE

There are many risks associated with devices, such as cyberbullying, grooming, sexting, viewing inappropriate content etc. Less time spent on a screen means that a child will be less exposed to these risks.

MOBILE-FREE MEAL TIMES

Have you tried to settle your child by giving them a tablet at the dinner table or restaurant? This may seem like a quick fix to calm them down but in reality, it is encouraging them to use their device as a distraction from conversation and dealing with their emotions. We suggest removing all technology from the dinner table and having conversations with your family about how their day has been.

REMOVE DEVICES FROM THEIR BEDROOM

Setting a rule about removing devices from bedrooms will help your child to get the sleep they need and be more focused the next day at school. 20% of teenagers said that they wake up to check their social network accounts on their devices. Even by having a device switched off in their bedroom, they may be tempted to check for notifications.

STATISTICS

52% of children aged 3-4
go online for nearly **9hrs** a week

82% of children aged 5-7
go online for nearly **9.5hrs** a week

93% of children aged 8-11
go online for nearly **13.5hrs** a week

99% of children aged 12-15
go online for nearly **20.5hrs** a week

Children and Parents: Media Use and Attitudes Report 2018

ENCOURAGE ALTERNATE ACTIVITIES

It may seem like an obvious solution, but encouraging children to play with their friends, read a book, or playing outdoors will help them realise they can have fun without their device. Playing football, trampolining, camping, going for a walk or swimming are all healthy replacements for screen time. Try to join them in their Outdoor activities to show your support.



THE YARDLEIAN



OCTOBER 2025 EDITION

PARENT PARKING – A SAFEGUARDING AND SAFETY REMINDER

We are urgently asking all parents and carers to support us in ensuring the safety of our students and the wider school community during the start and end of the school day.

Please be reminded:

- Parking on zigzag lines outside the school gates is strictly prohibited.
- Double and triple parking causes serious safety risks and obstructs emergency access.
- Blocking driveways or the road creates congestion and endangers children.
- Offending vehicles may be photographed and uploaded to Operation Snap, and you may be contacted by the police!

We have seen repeated instances of unsafe and illegal parking, which seriously compromises student safety.



PARKING OUTSIDE SCHOOLS

Pick-up and drop-off times are busy outside schools. This can cause an increased safety risk to both children and parents.

Parking restrictions outside schools are there to keep you and your children safe. Parking inconsiderately can put people in danger and you also risk being fined. It's important that motorists follow the [Highway Code](#).

Most school entrances and exits in the UK have yellow zigzag road markings with the writing 'School Keep Clear'. They indicate the part of the road where motorists should not wait, stop, or park a vehicle. **Both yellow and white zigzags also show areas that must be kept clear so that children and other road users can see clearly when crossing the road.**

When picking up or dropping off children at schools, you should do the following:

- Allow yourself plenty of time as the area is likely to be busy.
- Do not park on yellow zigzag lines and avoid parking opposite them.
- If you decide to park further away, please be considerate of local residents and avoid blocking driveways or accessways.

Local councils can issue motorists with penalty charge notices (PCN) for waiting, stopping, or parking on yellow zigzags if restrictions are in place.



THE YARDLEYAN



OCTOBER 2025 EDITION

AI GUIDANCE

USING AI AT YARDLEYS

AI stands for Artificial Intelligence.

It is a piece of technology that can 'think' and 'learn' using data from human integration.

Examples of AI:

- Virtual assistants (Siri, Alexa)
- Self-driving cars
- Movie recommendations on Netflix



RESOURCES

Website that provide further reading on AI are:

- [Internet Matters Parent Guide To AI Tools](#)
- [NSPCC/Artificial Intelligence Safety](#)
- [What Is AI?](#)



WHY IS AI IMPORTANT

AI is used in:

- Healthcare (diagnosing illnesses)
- Education (personalised learning)
- Transport (cars, trains and much more)
- Everyday apps and websites





THE YARDLEIAN



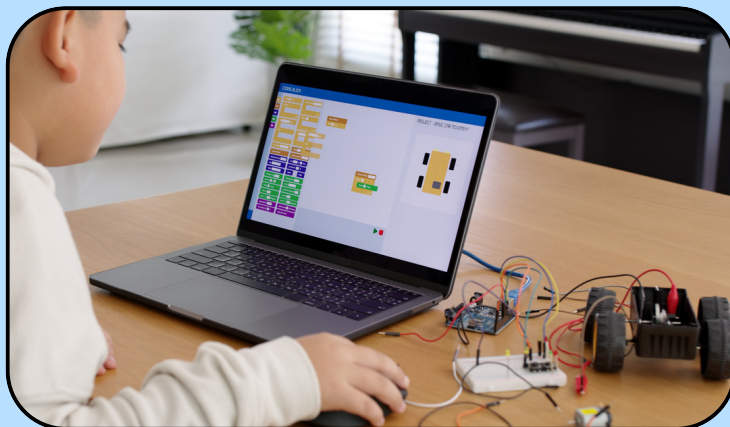
OCTOBER 2025 EDITION

AI GUIDANCE

THE BEST WAYS TO USE AI IN SCHOOL?

Tips:

- Use it as a study buddy, not as a cheat sheet.
- Double-check everything (AI can make mistakes).
- Be honest about using AI.



SUPPORT YOUR CHILDREN TO USE AI SAFELY?

1. Talk about where AI is being used.
2. Remind them not everything is real.
3. Discuss the misuses of AI and how we can avoid these.
4. Remind them to check their sources.
5. Show them some safe sources.



HOW NOT TO USE AI? STUDENTS GUIDE

1. Never copy any answers directly; this is cheating.
2. Never submit AI work as your own. AI detection software will be used and you will be disqualified from exams.
3. Always complete your work independently and if you're unsure, ask your teacher for help.





THE YARDLEYIAN



OCTOBER 2025 EDITION

ENERGY DRINKS AND OUR STUDENTS: WHAT PARENTS NEED TO KNOW

We wanted to share an important update with you about something we've been noticing more often at Yardleys School – the rise in energy drink consumption among some of our students.

Energy drinks are fizzy, non-alcoholic beverages that are often marketed as a quick way to boost energy and alertness. They usually contain high levels of caffeine, sugar, and other stimulants – and while they might seem harmless, they can have a real impact on young people's health and wellbeing.

These drinks are often consumed on the way to school, and some students try to bring them onto the school site.

There are several reasons why energy drinks are not suitable for young people, particularly in a school setting:



Some of the common brands

- Excessive caffeine can contribute to heightened anxiety, disrupted sleep patterns, and physical symptoms such as headaches and heart palpitations.
- High sugar content is associated with increased risks of tooth decay, unhealthy weight gain, and other long-term health complications.
- Research has also linked regular energy drink consumption to risk-taking behaviours and reduced academic performance.

To help keep our school environment healthy and focused, Yardleys School does not allow energy drinks on site. If we see them – even unopened – they will be confiscated and disposed of.

We really appreciate your support in helping us reinforce this message at home. If you're worried that your child may be relying on energy drinks or showing signs of dependency, please don't hesitate to reach out. We can help signpost you to support services that can offer guidance.



THE YARDLEIAN



OCTOBER 2025 EDITION

HANDS ON IN CARDING MILL VALLEY



Year 10 GCSE Geography students took their learning beyond the classroom with a fieldwork trip to Carding Mill Valley in Shropshire. Investigating the hypothesis *"The cross profile of the Ashbrook changes over distance"*, students measured the river's width, depth, velocity and bedload – all while standing in the water.

Despite a late coach, students showed great focus and collected all the data needed for analysis back in school. Along the way, they discovered that rocks are slippery, horses prefer grass to cheese sandwiches, and sheep have very unusual eyes.

A brilliant day of learning, teamwork and muddy boots.

TEAM BUILDING WITH THE ARMY

As part of our Whole Child Programme, sixty Year 10 students took part in a dynamic team building experience led by the Army. The day was packed with challenges that encouraged teamwork, resilience and leadership – and a fantastic time was had by all.

Thank you to everyone involved in making the event such a memorable and meaningful experience.





THE YARDLEIAN



OCTOBER 2025 EDITION

FREE BAGELS EVERY MORNING

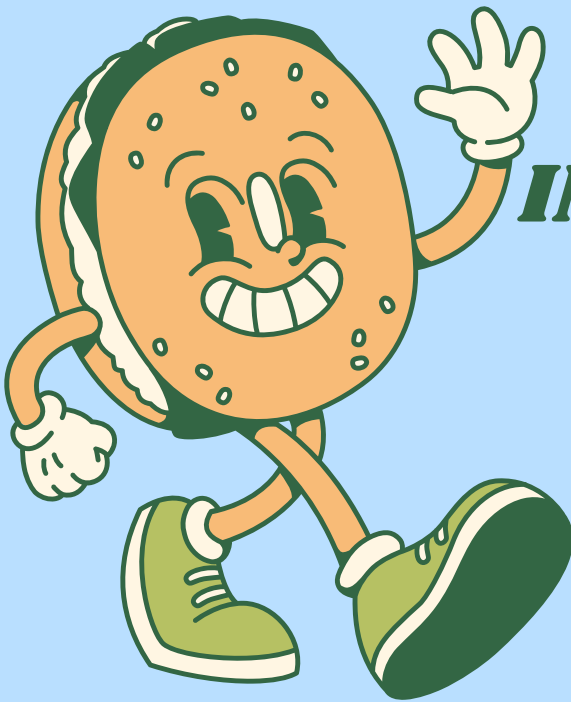
The school continues to participate in the National School Breakfast Programme (NSBP), with free toasted bagels offered every morning for students. Evidence has shown that students benefit from having a healthy, nutritious breakfast each morning to enable them to access learning. Bagels are available from the Cooper Hall from 8:20am. Please encourage your child to take up this offer.



National School
Breakfast Programme

FREE BAGELS!

***Get your free breakfast bagel
EVERY MORNING!***



***IN THE COOPER HALL
FROM 8:20AM***

The Student Leadership Team



THE YARDLEIAN



OCTOBER 2025 EDITION

TRUSTEE OPPORTUNITY

We are currently seeking individuals who are interested in volunteering as a trustee at our school.

The trust board has a focus on ensuring the school meets its aims of academic excellence, educating the whole child and working collaboratively, while maintaining effective financial management and complying with statutory requirements. Our trust board is made up of individuals with different backgrounds, skills and perspectives but all with the common interest and ambition to continually improve the school, the life chances of our students and the wider community.

They work as a team, alongside the headteacher and senior leadership team.

What is involved?

Trustees are expected to:

- attend four Full Governing Body meetings per academic year, this can be in-person or via video link, in the evenings.
- be a member of a sub-committee responsible for a particular area of work and attend the committee meetings (either once or twice per term depending on the committee), this can be in-person or via video link, in the evenings.
- undertake link governor visits, to get to know the school further, with a particular focus area. Visits are usually three times per year, flexible to suit the trustee and trustees are partnered up to share a responsibility area.

What are the benefits?

- Trustees are provided with a structured induction
- Have access to quality training
- e opportunity to contribute to the strategic direction of the school, making a difference to the lives of our students.

If you are interested in finding out further information, please get in touch with Gemma Webb, Governance Professional on 0121 464 6821 or gemma.webb@yardleys.bham.sch.uk.



THE YARDLEIAN



OCTOBER 2025 EDITION

NEW ACADEMIC YEAR – KEY DATES/EVENTS

Below are some important and useful dates for the new academic year. Please note that although term dates and holidays will remain as highlighted, other events can change. We will keep you informed of any changes.

Thursday 2nd October 2025 - Year 10 Core Information Event

Thursday 23rd October 2025 - Attitude for Learning /Progress Review Day

Friday 24th October – Friday 31st October 2025 - Half Term Holidays

Monday 3rd November 2025 - School Open to all students

Thursday 27th November 2025 - Year 8 Parents Evening. School closes to students at 2:15pm

Friday 28th November 2025 - Training Day – school closed to students

Monday 8th December – Thursday 18th December 2025 - Year 11 Mock Exams

Monday 15th December – Thursday 18th December 2025 - Whole School Assessment Week – Exams for all year groups

Friday 19th December 2025 – Friday 2nd January 2026 - Christmas Holidays

Monday 5th January 2026 - Training Day – school closed to students

FULL ACADEMIC YEAR INFORMATION CAN BE FOUND HERE:
TERM DATES