



New Year, New Faces

Every year we welcome new students into the Becket Community, but we also welcome new teachers. Just as we enjoy learning about our peers, it's important that we get to know our teachers as well. We spoke with a variety of new members of the teaching staff, giving them the opportunity to share a little bit about themselves with us.

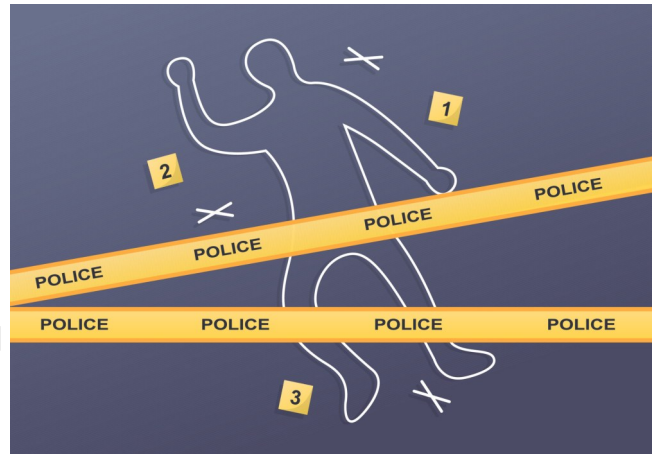
Mrs Chapman (English)

Mrs Chapman has been teaching for eighteen years and her passion for teaching stemmed from her love of reading and visits to the library when she was in school. This led to her discovering her favourite book, 'Wuthering Heights' by Emily Brontë. She has an enthusiastic love for English and goes above and beyond in her dedication to her subject, as once she accidentally dressed up for World Book Day on the wrong day! "Luckily I got away with it because of my love for English!" She studied English and American literature at university which led her to accomplishing her teaching degree. She enjoyed the experience of university as a whole, but also because "it opened up lots of opportunities". In addition to her passion for English, she also enjoys snowboarding!

Mr Griffin (Maths)

Mr Griffin has been teaching for 25 years. He has a love for travelling, and after finishing his degree in accounting and finance, he moved to America, where he coached football in summer camps. He lived in Qatar for six years and for the last seven years, he has been working in Phuket, the largest island in Thailand. There he worked at the British International School, which consisted of mainly Korean, Chinese and European students. One of his funniest moments in teaching was at the International School where

Year 13s would decorate their classrooms at the end of the year, for example fake crime scenes and covering the room in tin foil!



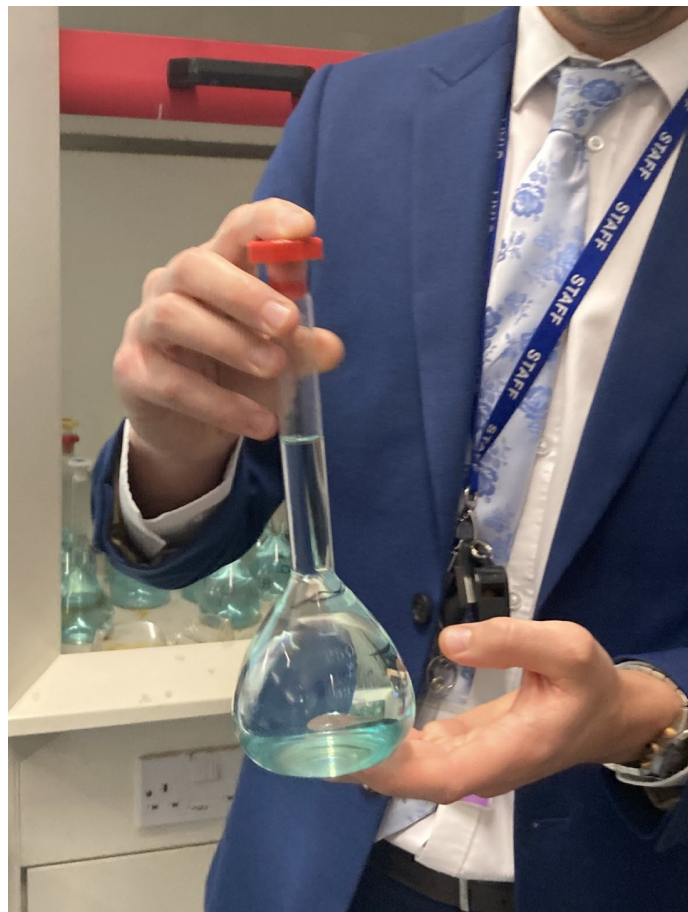
Mr Myers (English)

Mr Myers was welcomed into our school community earlier this year and has joined our English department. He previously worked within the trust at the Trinity School. Mr Myers said that his love of reading, as well as the support he received from his teachers when he was younger, led him to find his passion for teaching. He wanted to work at our school as "The Becket is a wonderful school with brilliant teachers and wonderful pupils who all seem to enjoy being here. It helps that I can walk to school in 15 mins too!". He enjoys his career in teaching as he loves getting young people excited about books and wishes to encourage them to think critically about the world and to share their unique perspectives. Mr Myers' favourite thing about our school is "Our sense of community, the expertise and vibrancy of our staff, and our Warhammer club (after school on Mondays in A6!)". His favourite book is "The Lord of the Rings. A fantastic story for all ages with a profound and deeply moving Catholic moral core. "All we have to decide is what to do with the time that is given us." — J.R.R. Tolkien, The Fellowship of the Ring".

New Year, New Roles

Mr Bradley (Head of Science)

Mr Bradley is predominantly a Chemistry Teacher and is now becoming the new Assistant Head; he would like to further develop his teaching career and be able to have the chance to make a bigger, positive impact on the school and its pupils. He is interested in getting involved with teaching and learning. Mr Bradley's favourite thing about being the head of the science department is leading a fantastic group of people as well as being able to teach a vast range of students. He enjoys teaching as he "loves seeing the lightbulb moment when students get something for the first time", he loves seeing the journey of each individual student as they progress through the Becket. Mr Bradley enjoys a good game of football; he studied Chemistry and Sports Science at university and previously played football professionally! His meal deal of choice is a chicken and bacon sandwich, salt and vinegar crisps, a pepsi max and a galaxy chocolate bar or a whisper gold.



Mrs Coe (Assistant Head)

Mrs Coe has just begun her 10th year at the Becket School where she has started her new role as the Assistant Head where she works in Catholic life and personal development. Her favourite thing about her job is Catholic life and it's her role to make sure Catholic ethos is upheld. She has recently brought in prayer journals to develop prayer life in the school and tries to bring all students from different faith backgrounds (religious or not) into the community of the church. Her meal deal of choice, as a tesco clubcard owner, is a baguette with deli meat, salt and vinegar discs and a pepsi max. However, in her office she does in fact have a mini-fridge full of Coke Zero!

Written by Caitlin Collins, Lidia Langfield and Aoife Katon

Reading Into Becket Reads



In honour of the whole school launch of the Becket Reads programme, a few members of our Despatch team interviewed Mrs Coe, who was in charge of setting it up.

Q: Where did the idea for Becket Reads come from?

It was initially introduced to staff by the previous Assistant Head, Mr Griffin, but then it was passed onto me in my new role to implement it with students. The idea is that we have a whole school reading culture from Year 7 to 11 in an attempt to improve reading ability, which we know will then improve progress at GCSE.

Q: Have you got positive feedback from students?

Becket Reads was launched to students, parents and staff before the summer and since then we have gotten overwhelmingly positive feedback in response to it. Some students worried that it would be a bit alien for them, in particular having to read along with a bookmark. Whilst this is still becoming a habit, ultimately people are adapting well to the change.

Q: What are your favourite books?

My favourite book of all time is 'Rebecca' by Daphne du Maurier, however my favourite book this year was 'The Invisible Life Of Addie LaRue' by V.E. Schwab. When I was the age of the Becket Reads students, I read a lot of Greek Mythology and I'd like to think that I've brought that into my adult life by reading modern retellings of the stories I read when I was younger. We also interviewed a few students, all from different years, about their first impressions of Becket Reads:

ANNABEL WHEELER 10P

"It's interesting to get to read lots of new books that I wouldn't normally read."

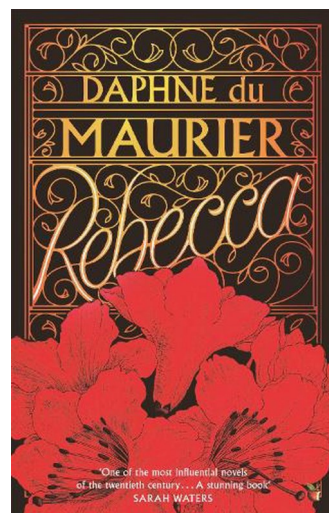
MAX PREST 9B

"I like the variety of books that we get to read"

MIA MARTIN 11E

"I like having the teacher read our books to us"

Written by Marty Williams



Loops Around The Course

Despite being fully immersed in the busy jump back to school, both Economics and Business year 13 students managed to embark on an exciting and apparently educational trip to Alton towers. However, writers at the Becket Despatch couldn't grasp how all the looping tracks and the overpriced confectionery could be helpful to their course. When we assumed Becket pupils would probably ask the same important question, we decided to get our information right from the source! Helping us out with our many inquiries, we interviewed the two brilliant teachers that led this trip: Mr Bestwick and Mrs Carroll. We also, unable to miss out on the crucial insight a student would offer, interviewed Anjana Chegun, who is a thriving Business student who thoroughly enjoyed the trip as well.

The first thing that was quickly established by all three of our interviewees was that the day was exceedingly fun! The day was full of dazzlingly daring rides such as Rita, Nemesis, Galctia, Oblivion and The Wickerman, and though both brave teachers attempted the Smiler, Anjana states that she simply refused to try that ride at all. Fair enough with the 2022 wait time being estimated at around 100 minutes! However, another thing reported by the courageous adrenaline junkie, Mrs Carroll, was that most of the rides did result in a fair bit of nausea, alongside the fact that Mr Bestwick's heart rate reached about 160bpm!

But getting to the intended purpose of this trip though, according to Mr Bestwick, students were given a number of research tasks that ranged from the analysis of ticket price, to the investigation of promotional strategies that the park used during their visit. Anjana noted that her subject knowledge helped elevate the customer point of view she used to evaluate the park, confirming that the application of knowledge was a huge part of the trip.

In the end, students found that the customer service in the beginning of the day was very slow, a whole bus load of people managing to surpass them in a line! They also discovered that the park prices were "extortionate", in the words of Mrs Carroll, and that there should be a more thorough mapping system. This, because Mrs Carroll ended up in a garden, populated by builders, instead of finding the ride Nemesis. Sounded fun either way.

(On the right, Mr Bestwick being persuaded by Mrs Carroll to go on the Smiler).

Written by Chloe Chapman-Deas



When In Rome...



On Sunday 9th of October at an eyewateringly early 2am, 50 year 10 students and their teachers set off to Rome for a trip full of enthralling and educational experiences!

They visited incredible and historic places such as the Vatican, the Colosseum and the Trevi fountain. Here is what RE teacher, Mr Kemple had to say about the trip!

Where was your favourite place to visit and why?

Mr Kemple said that it was impossible to pick just one but that there were two which stood out the most. St Peter's Basilica and the Vatican were certainly the most striking; the sheer size of the basilica, the statues and the beautiful art are literally breathtaking and it is impossible to do them justice. He said that the Colosseum had a similar effect, although without the religious element. They caught the metro from their hotel to the Colosseo stop and when they returned back above ground the Colosseum was right outside which definitely garnered some gasps.

What have you learnt from this experience?

A good pair of walking shoes is needed if you want to be able to see everything!



Why was this such an important trip?

When asked this question Mr Kemple said that Rome is an important and central location to our faith. Apart from the Holy Land, where Jesus lived and taught, Rome is our spiritual home. St Peter's Basilica is our mother church and integral to the faith so if we are able to we should visit. To experience the foundations of our faith surrounded by some of the most important and beautiful artwork in the world was a no-brainer really.

What was the most memorable moment of the trip?

For Mr Kemple, the most memorable moment for the trip was when they saw the pieces of artwork that we study at GCSE. He could see that the students were trying to absorb as much as possible because they knew they were lucky enough to come and see it first hand.

Written by Ella Coppinger



Muziek In Mijn Oren

In the last week of term, choir and concert band set off from school for a music tour in The Netherlands, to perform in different places such as Noordwijk and Delft, as well as taking the opportunity to see different cities, buy souvenirs and even ride rollercoasters!

We arrived at school at 4:45 AM to make sure we could leave just on time to get to Dover for the ferry. After packing the bus with our suitcases, and finding a few lost items, we were on our way. Although all our efforts to be on time for the ferry to Calais were lost when we discovered that there were 4 hour delays at Dover! We kept waiting while the delays made the news and we were all given a free meal on the ferry to make up for the time we spent in car park. We eventually made it to the hotel which was very unique and filled with lots of different antique items to look at, as well as vintage vehicles parked outside.



The second day was much more exciting. We'd settled into the hotel and made our way into the city centre of Amsterdam, where we enjoyed the exhibitions at Stedelijk Art Museum.

After spending some time exploring the city of Amsterdam we made our way to Noordwijk, a smaller city off the coast of the Netherlands, to perform in the centre. The crowd loved the performance and we received compliments from the public. Then we went to the beach where we played frisbee, had multiple water fights and ran away from jellyfish.

Our third day was a relaxing day at Efteling theme park, riding roller coasters and rapids while trying not to get sunburnt in 40°C heat, which we relaxed for most of the day before going back to the hotel for dinner and a scavenger hunt with lots of different fun challenges to try.

Written by Lucy Stemmer



He Shoots, He Scores, He's Kamari Parker

We've had the pleasure to interview Kamari Parker, an aspirational student and phenomenal basketballer in Year 10, who's generously given us an insight into wheelchair basketball - a sport he's been playing for a very long time. We asked questions to understand more about his passion for the sport as well as his other interests. Here's what the promising wheelchair basketball star had to say!



1. What was your inspiration to start basketball? :

"I didn't really have an inspiration to start basketball, I just found the club and tried it for a little bit."

2. Who is your role model? :

His number one role model is Kobe Bryant because he's passionate about himself and takes care of his team and makes sure everyone is alright.

3. What are the challenges you have overcome? :

Like most other people who try out something new, Kamari also lacked confidence in the beginning; he struggled with speaking out loud and communicating with his teammates. But as time went on he became more comfortable with them and has overcome this obstacle.

4. Who has been your number one supporter? :

Everyone has supported Kamari! Those that watch him play support him which has increased his confidence and love for the sport. Kamari is extremely thankful for all the support he gets from everyone around him.

5. Do you want to play the sport professionally? :

While Kamari was at Lord Taverners, one of the coaches had actually said to him "You've done really well, you could play for our team, because you'll get really far in the future," like the Commonwealth Games and playing for the England National team. Kamari has also said that he'd like to continue playing and progressing.

We hope that you were able to get to know more about and become inspired by the sensational wheelchair basketballer, Kamari!

Written by Brinly Jils and Mithraa

The Diversity Group

This group is made up of around 18 staff who meet up regularly to discuss issues that have been raised, considering all students. If you feel you have an issue that concerns you, feel free to talk to Mr Pickup or any other staff member. Diversity issues as well as education are discussed in order to make the school environment more welcoming to all students.

Naturally, a lot of students had some concerns. For example, a few sixth-form and lower school students suggested that we have a culture day. Mr Pickup has had 2 proposals written and submitted by a group of year 9 students; one of which has gone through to the committee and they've approved most of the things. He's also received a proposal from year 13 students. So they'd really love to put at least one culture day before the end of the academic year. He's said that because school is very busy, the timing is going to be very important to consider so that everyone is able to get involved.

Moreover, we've had a refugee themed week during the 2nd week of this half term since the word of the week is 'Giving'. The school is a member of a refugee Christian charity called Refugee Roots, and every year, they launch an advent appeal for Refugee Roots. The city is becoming a more diverse place because we're getting an increasing number of refugees who are seeking asylum in the city, settling here from war torn horrible situations. In regards to that, we've done our annual refugee appeal - "Shoebox Appeal" - where we called the students to bring in sanitary and non-perishable food items and as a school, we delivered it to the Roots.

Furthermore, during Black History Month, there were a few different activities that took place. During Becket Reads, Year 8's read a book called 'Black and British', and in History, they learnt about slavery and empire. On World Poetry Day, students got the opportunity to write poems in English about diversity and the environment.

The Diversity Group would find it really helpful to have your insights and opinions regarding diversity at our school. It would be amazing if students could get involved!

Written by Brinly Jils and Mithraa



**DO YOU HAVE ANY IDEAS ABOUT HOW TO PROMOTE
EQUALITY AND**

DIVERSITY IN THE SCHOOL?

IF YOU DO THEN PLEASE SPEAK TO ONE OF US!

Mrs Batley	Mrs Carroll	Mrs Cheffings	Mrs Coe
Mrs Conlon	Miss Cordes	Miss Cotter	Mr Belshaw
Mr Felstead	Mr Greig	Mrs Hollins	Mr Kemple
Miss Martin	Mrs Martindale	Mr Pickup	Miss Seifert
	Miss Scott	Mrs Webster	

Canoeing Conundrums

For many years, Year 7 students have been escaping to Walesby Forest for fun-packed adventures and lots of bonding with new friends. As you can see from the photos, this year's bunch all had a great time. We visited Mr Goligher's tutor group, 7E, to find out a little bit of about what they'd been up to whilst at Walesby.

The many fun activities included canoeing, rock climbing, bodyboarding, a leap of faith and many others! Jess let us know that "Mr Tuff tried to tip us over!" while canoeing. Lacey said her favourite activity was the rock climbing, and that she'd loved climbing since she was two. The big slide and canoeing seemed to be a common favourite and many said all the activities were brilliant! Walesby was also a place to really face your fears; the leap of faith was quite scary for many students, however they put on a brave face and completed the activity. It's clearly shown to be a brilliant opportunity to go on the trip; would you go?



Written by Rhianna Matthews

A Week With Refugee Roots



Refugee Support

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Learning time

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Volunteers that care

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As a sixth form student wanting to learn about Immigration and Asylum seeking ahead of uni-versity next year, I was offered an opportunity to learn immigration locally by spending 'A Week with Refugee Roots'.

Refugee Roots is a Nottingham based Christian charity that helps asylum seekers and refugees navigate the complexities of building a new life in the UK. Having spent a week's placement with the charity's close-knit team, the impact they have on people's lives is clearly very valuable.

The charity's work begins with weekly women's, Art and English classes. The Women's Group is one of the most influential ways Refugee Roots provides direct support to female refugees in Nottingham. It offers a support network and social activities, giving women friendship and learning. The Art sessions have a similar atmosphere of calmness and learning, and often support families and children by offering parents a welcome break. Throughout the week, three English sessions are held in multiple locations: the Tiger Cafe, the City Arts centre and Windmill Community gardens. These classes give refugees a free chance to learn or improve their English to be able to communicate better.

Further than just running social opportunities, the team works tirelessly to better refugees' quality of life. They work in contact with many other organisations to provide things like furniture, clothing and childrens toys to refugees in need. They also offer advice and contacts to help with legal proceedings, and help create CVs, references and work experience for refugees looking for work.

The 'Befriender' service is another level of support the charity provides, by pairing a volunteer with a refugee for 1 to 1 support. This support can range from assisting with trips to the doctors, to a normal chat over coffee- something many may not have been able to do for years.

Particularly at the current time with the Ukrainian crisis, donations play a vital role in providing these services and giving people like me the opportunity to engage with their work. To help Refugee Roots in their work, we have launched a fundraising page to raise donations. Their support is so important to the people that rely on it, and I hope donations made to the fundraising page can help to continue this and reach many more in need.

To donate or learn more, go to refugeeroots.org.uk and scroll down to find 'Appeals'. Then select 'A week with Refugee Roots' and donate. Donations can be as little as £1 because it all makes a difference when added together!

If you too are interested in working with Refugee Roots, a typical weeks' placement looks like this:

Monday

To kick off the week, Refugee Roots gave a presentation at NCS to talk about the impact of their work. NCS (National Citizen Service) is a development programme for 15-17 year olds during a week of the summer holidays. During this week, the groups work on a project to better their local community. For this year's Nottingham group they had to design a social movement. As the charity is a prominent social movement in Nottingham, they were invited to explain the current global immigration crisis. This was particularly put into perspective for the participants when a refugees weekly allowance was compared to their pocket money. We then spoke about the work the charity does to support Refugees in all aspects of their transition to life in the UK. Education opportunities like this are aimed at increasing awareness and tolerance of immigrants in Nottingham.



Tuesday

On a Tuesday morning, the Women's group joins together for a weekly catch-up and coffee. This is followed by an Art session in the afternoon. The charity runs two weekly art sessions offering groups the opportunity to better their art skills, and providing a friendly, therapeutic environment to enjoy an afternoon. While painting, I was able to get to know each person's story and their current situations, all of which was helped by refugee roots support. The art courses are divided into six week blocks in which a new skill is taught weekly, but some choose to work on one project, such as clay modelling, for the entire course.

Wednesday

At Windmill Community gardens, Wednesday English and Art classes are held in a room surrounded by gardens. These gardens are upkept by volunteers, giving refugees the opportunity to help out while learning to garden, as well as teaching children about nature and growing food.

Thursday

Thursdays are spent assisting individuals one-to-one through phone call conversations or through in person assistance. This allows refugees with new issues or ongoing struggles to talk to the team and receive help towards solving them.

Friday

The final English class of the week takes place on Friday morning. The levels of English ability vary between participants as it is open to anyone regardless of how long they have been in the UK or any previous teaching. In just an hour session, I could see the improvement it made to peoples grammar and vocabulary. By the end of the week, it was clear how many people the charity helps. In the English classes alone, I met 45 different people. The charity is run by a team of just 5 and so the volunteers teaching these classes, as well as befriending volunteers, make a vital difference. If you would like to volunteer with Refugee Roots, contact the charity using their website: refugeeroots.org.uk

Written by Jess Wells

