

***Belonging, Responsibility Excellence***

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**How is Forty Hall Estate conserving and replenishing wildlife within the area?**

By Chloe Waters

Forty Hall Estate is a vibrant and busy scene, with locals visiting for an afternoon picnic and tourists exploring the countryside of what once stood Elsyng Palace.

Upon arriving at Forty Hall, a visitor is warmly welcomed by the vast variety of wildlife the estate is home to. At each glance there is another species of tree and plant along with the small creatures that roam the grounds.

Some species of wildlife within Forty Hall are quite obviously spotted such as the Mallard ducks and Canada Geese that sit by the lake, or even the grey squirrels and magpies that browse the trees.

However, whilst wandering the grounds, someone may begin to wonder how the estate maintains and aids the wildlife that live there so freely.

The estate introduced the ‘Forty Hall Management Plan,’ to ensure the safety of the park. The plan states that “Of the 61 hectares of the Park that make up the Site of Importance for Nature Conservation, approximately 23 hectares are woodland, 1.3 hectares ponds and lake, 6.5 hectares acid grassland, and the remainder parkland.”

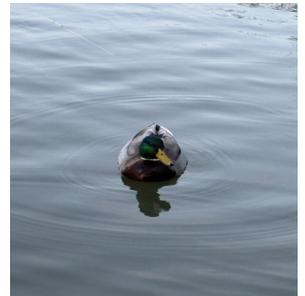
*Photo credit: Chloe Waters*

This plan ultimately shows the utter importance of the conservation of wildlife for the estate, and ensures the security of its biodiversity.

The estate also possesses its own farm which contains many different species of animals, including some rare species of animals such as the Lincoln Longwool sheep.

Forty hall Estate attempts to nurture the health of the agriculture on the grounds. The estate has introduced beavers and cows to enhance the environment. Beavers were introduced to the estate to maintain the tree population and encourage new tree growth. By allowing cows to graze, the grass is turned over and kept at a suitable length by the cows eating it. Also the cows are able to fertilise the grass which promotes new growth.

Therefore, Forty Hall Estate provides a helping hand for the environment, by conserving nature and building on the already breathtaking agriculture the grounds have to offer, which makes it a local, global eco-hero.



# Celebrating International Women's Day with Ms Douglas

by Caitlyn Phillippo

International Women's day occurs annually on March 8th to shine a light on social issues affecting women and champion women in all aspects of life. Here in Enfield, there are many successful women who have defied stereotypes and faced challenges to pursue their goals. Tanya Douglas, Head teacher of Chace Community school, has been working within the education sector for almost 20 years now. She has had an impressive journey from starting out as a newly qualified teacher to teaching Sociology for A Level and GCSE. Ms Douglas, secured a middle leadership position as a head of learning early in her career before moving onto being an assistant Head-teacher and head of sixth form at a girl's school. Her extensive and impressive journey then led her to applying for a deputy headship role at Chace community school in 2015 before becoming Headteacher in 2021.

I had the pleasure of interviewing this inspirational female lead which gave me an insight to her thoughts as a woman in a heavily male dominated position. As Head teacher, Ms Douglas has the responsibility for the strategic direction of the school, the day to day efficient running of providing an excellent education for all the young people at Chace as well as making sure teaching and learning experiences are excellent. She must also ensure the curriculum is fit for purpose, the different needs of students are catered for and that finances are spent and directed correctly. She is responsible for the whole overseeing, leadership, and management of the education provision at Chace Community school.

When asked what challenges Ms Douglas felt she had experienced as a woman in the workplace, this was her response: *'if I think day to day about my experiences, there's no point in my career where I can say I felt really disadvantaged or challenged as a female.'*

*I've always been a very confident woman and I think one of the things about womanhood is being surrounded by other really inspirational female role models and I've been very lucky growing up to have very strong women: my mum, my aunts, and my family who are all very successful, professional women so that spearheaded me to be confident and strong so maybe challenges that did come my way, I was able to navigate those obstacles.'*

Ms Douglas also noted the importance of female confidence: *'there's a confidence in men that some women don't always have, I think as a woman, some of the challenges are around our own self belief'* This is such an important point to make, especially on International Women's Day because having successful, inspirational female role models to look up to or as a mentor gives young women and girls someone to show them how and to push them to be the best versions of themselves and instil confidence in them. Having confidence and belief in yourself is imperative for women.

Ms Douglas also recalled an experience in which she felt discriminated against *'I remember so well going for the deputy headship at Chace community school, there were seven candidates, I think two women and four men and I just remember one man saying to me, whilst going around and shaking all the candidates hands saying "nice to meet you but I won't see you tomorrow"'. It was a two day interview process so what he was implying is that we wouldn't make it to the second day. Well more fool him because I got the job and he didn't.'* In moments like that, it's so important for women to have the confidence in themselves to stay strong and aim high and so for this International Women's Day, I urge you all to find a woman to look up to.

The final thought that Ms Douglas left us with sums up why we celebrate International Women's Day here at Chace:

*'Women belong wherever they want to be, and so if a young woman wants to pursue a career in whatever field then that is what they should pursue and go for. So really following your dream and heart and none of the stereotypes that society tells us to be or the boxes that society tells us we should fit into. Really choosing and finding your own path and your own way through, believing in yourself and championing other women, lifting up other women and supporting other women is my advice to you'* -Tanya Douglas, Head Teacher of Chace Community



## A Guide to feminist feminism

By Paige Downey

Being a feminist is a difficult thing. All the backlash and twitter cancellations can get you down, so to avoid being struck down by men who have no clue what they're talking about, here's your guide to being a better feminist.

### 1. Broaden your perspective.

Make sure to listen and learn from everyone's experience regardless of whether you agree or not. Women from all cultures can experience sexism and it empowers all women when their voices are recognised and heard.

### 2. Educate yourself.

Knowledge is power and being educated on the topics that most affect women is one of the many things that make you a better feminist and a better ally. Better yet, educate and involve yourself in women's achievements and accomplishments. Promoting achievements is promoting the evolution of women's stereotypes.

### 3. Give respectful feedback.

You may not agree with every little thing a woman does in her life and that's ok. Just as long as you give calm and respectful feedback when it is welcomed.

There is no need for rudeness and unwanted criticism. If you don't have anything nice to say, don't say anything at all.

### 4. Dismantle any and all bias.

Whether you're a man or a woman, society will place expectations on you that drag you down and make you feel like a cog in a machine. These biases need to be dismantled and disregarded for us to grow as a community and as a species. Race, gender, sexual orientation, etc. is irrelevant in the face of injustice, we all need to fight against harmful stereotypes.

### 5. Accept yourself.

Lastly, the most important part of becoming not only a good feminist but a good human is to love and accept yourself. That is the first step in becoming your own being and breaking free from the system. To tear down stereotypes and expectations is to find who you truly are. That is most important.

Overall, every living thing is deserving of love regardless of race, gender, religion, etc. so most importantly try to be a good human and show everyone the love they deserve or serve the justice they so badly need.

# Should state school students aspire to be medical students?

by Isabelle Embleton

Helping people. What a beautiful thing, whether it be saying a nice thing to a stranger, helping your friend through a tough time or aiding someone to physically get better. As an aspiring medical student, helping people is my main moral aim and ultimately makes me happier. If you love helping others, medicine might be for you. However there can be such a cloud of doubt around going into medicine due to the difficult application process. Some people may even believe that privileged private school students are put first when Universities are filtering through students. This stereotype may have historically been true, but I am writing this to prove that even if you were born to a more humble beginning, it doesn't mean you can't get into top universities and jobs.

Prior to my research, I also shared this opinion that the system may not always be meritocratic, however after furthering my research and learning that “Our universities are working hard to ensure all students have the opportunity to access the benefits of an excellent higher education in the UK.” (stated by a Russell Group spokesperson) showing that ultimately it's not about your financial state but solely your academic success and application process. Second, 71.8% of Cambridge students come from state schools and grammar schools. This stereotype needs to be stopped. The days are gone when your financial situation prevents you from reaching your full potential, and with hard work you will get what you work for.

Specifically within medicine, 80% of applicants come from state schools. Something as competitive as medicine, it makes it seem so reachable. As an aspiring medical student myself, knowing that many of my medical peers will have come from a similar background to me financially warms my heart. David Kernohan (the Deputy Editor of Wonkhe) outlined that 94% of people in the UK attended a state school and comparing these statistics to University data, Private school pupils are “over-represented proportionally at university”. This can easily dishearten some students from state schools who are hoping to attend a university - especially a Russell Group university. However, taking into account the effort in the recent years from universities to become more proportional and that “state school pupils are more likely to get a place (at Cambridge)” and that private schools are seeing their “Oxbridge success rate plummet” (both quotes also stated David Kernohan), shows that there has been a lot of improvement in the past few years.

Ultimately, if you love helping people and aim to go into medicine or a profession similar to this: you have a chance (as much as anyone else) and if you work hard, it will pay off.

If you found this article interesting, feel free to read more about it on <https://wonkhe.com/blogs/independent-schools-and-university-entry/#:~:text=If%20you're%20one%20of,and%20some%20other%20selective%20providers.>



# Why music is important and why it is disappearing in schools.

By Evie Dart

Music is the soundtrack to our lives. We hear music everywhere, when listening to the radio, playing an instrument and even subliminally when watching our favourite TV programmes.

Music is hugely beneficial to us. Listening to it is proven to increase the capacity of your memory, refine your time management and organisational skills, boost your team skills and enhance your coordination. According to a study from campuswell.com, students who attended a videotaped lecture with classical music playing in the background scored higher on a subsequent quiz than students who heard the lecture without music.

Research has shown that listening to music can reduce anxiety, blood pressure and pain, as well as improve sleep quality, mood, mental alertness and memory. So, with all of these benefits, why are there fewer children willing to pursue it?

Factors to blame for the subject's disappearance are as follows: the focus on traditional academic subjects and the social inequality of music provision across the UK plays a large part; this narrowed focus has a detrimental effect on students' appetite for studying music; furthermore, students have been denied the opportunity to pursue music. One fifth of schools have even gone so far as having stopped offering the music GCSE subject altogether.

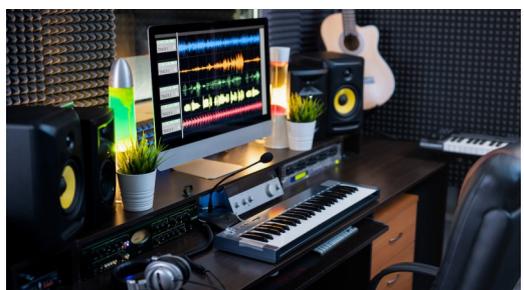
The British Phonographic Industry (BPI) revealed a 21% decrease in music lesson availability in state schools over the past five years. Accordingly, one in five primary school teachers reported having no regular music lessons for their class. Moreover, the emphasis on the English Baccalaureate (EBacc), and the pressure for schools to achieve exam results, has made music seem like a less worthwhile pursuit compared to English, Maths and Science.



Regarding this matter, schools have seen a large decrease in the amount of students who take music GCSE. The figure now stands at 29,732. The number of music GCSE entries has decreased by 14.4% since 2019. According to a report by Cambridge University, it was said that when comparing the uptake of music compared to other expressive arts subjects, it was by far the least popular.

It was also observed in the report that 7% of students opted to study GCSE music, 15% opted for drama, and 37% opted for art. A reason for the low number of students taking GCSE music is because students are encouraged to take a specific set of subjects, excluding the arts. As well as this, staffing levels have decreased over the time period of 2016-19, with 35.8% of respondents reporting a drop in qualified music staff teaching.

So what does the future hold? Without increased support, it is hard to envisage the downturn slowing. Will schools have to take away the option to do music GCSE completely? If so, it can only spell bad news for young musicians, music in this country and our cultural output. If the number of students who take music GCSE continues to decrease, will music still remain the soundtrack to our lives?



## HOT TAKES FOR APRIL

Mobile phones in school

Banish the bullies

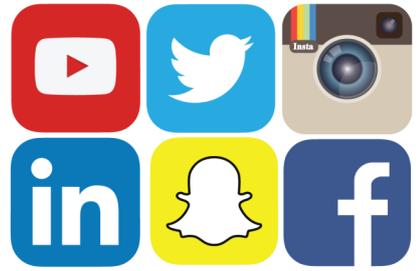
Yoto Carnegie Book Shadowing

Why competitions are good for you

## Mobile phones in school: necessity or hinderance?

### Controversial new government guidance seeks to outlaw mobile phones at school.

by Lily Foster



Since the turn of the millennium, technology is becoming increasingly popular and the positive effects of mobile devices are clear. Unfortunately, with such wonderful benefits of technology, inevitably problems are going to arise... Mobile phones are a key component for safety, many parents feel safer with their children having devices on their way to school. However, at school behaviour regarding mobile phones is up for debate...

Senior government leaders have outlined their concerns regarding discipline: Their guidance encourages schools to ban mobile phones in school, creating a more focused environment to learn in. Government has stated they will back school decisions as they believe mobile phones are affecting behaviour negatively and decreasing the high standard set in schools. If the guidance is not respected and implemented, the Government may escalate the ban to mandatory!

Imagine the horror of experiencing the harmful effects of social media? Unfortunately, hundreds of children have had to deal with this pain due to misuse of phones in schools. School should be a safe environment, where the fear of being secretly recorded should never occur. The Government argues that mobile phones are a threat to safeguarding and students welfare therefore contributing to online bullying. Additionally, Government sourced data indicates 29% of secondary school pupils reported on their phones during lessons affecting their education. Thomas Bennett, school behaviour advisor, stated

that this is a great move forwards and students will benefit with less distractions. Sadly, using mobile phones at inappropriate times does not only affect the student but creates negative distractions for the whole class.

On the other hand, have you ever gone to pay for your food and been told, there's no money in your account? Nobody wants to go hungry so the obvious solution is to text your parents which works perfectly and quickly. Communication is needed in school, if it's an unfortunate detention or a fun club, parents have a right to know where their child is. Mobile phones also aid medical situations. Firstly, medical staff in schools are under a lot of pressure and will avoid sending a pupil home unless their sickness includes a high temperature, therefore not informing the parents of the severity. Personal phones can communicate sickness with parents which may result in the situation being dealt with more effectively. Secondly, pupils with a severe illness benefit largely from mobile devices, such as monitoring blood sugar, and denying the usage of phones could affect their condition badly. Year 7 students from Chace have said they disagree with this guidance and believe this ban is unnecessary.

To conclude, mobile phones in school is a divisive debate but it is clear action is going to be taken. But, what do you think? Are you siding with the government or rebelling against this guidance? The final question on everyone's lips is: Are senior staff at Chace going to follow the Government's guidance and risk upsetting students or will they find a compromise that will appease students' concerns?



## **Banish bullies!**

### **Should children with disabilities go to separate schools because of bullies?**

By Bronte Willis

A lot of people say that bullying is wrong and can have an impact on young people. But, have they really thought about the impact of children with various disabilities? The answer: NO! And it results in some disabled children being put in different 'special' schools. Some reasons for this are that we don't have any peer and staff experience with these unique children. In addition, they do not have most of the needs and attention that they need, for example no ramps for kids in wheelchairs.



Those were just some of the simple reasons for this cause, but there are always more deeper issues in these situations. One thing that people don't realise about disabled children is that they always 'judge a book by its cover' as they say. They don't realise that they are real life people, not just freaks that are different to most of us. "When someone is cruel or acts like a bully, you do not stoop to their level. Our motto is when they go low, you go high." – Michelle Obama. If people do not act now to these nasty bullies, then these special youngsters could be assaulted or have effects on their education rights.

## Read all about it!

### It's that time of year again: The Yoto Carnegie Shortlist has been announced!

by Eloise Geraghty

Have you ever heard about the Yoto Carnegie competition? Well, if you haven't it is an annual competition which rewards exciting new talent in writing and illustration. It is the longest running and best loved children's book awards in the UK. The eight shortlisted books for writing are being put into our library for anyone to fall in love with.

All the books have a different meaning and story; some will take you on an emotional journey whereas others will make you laugh out loud! You are able to explore different cultures and meet different characters with thrilling personalities. They bring to life different themes such as friendship, war, being a refugee, grief and journeys of self-discovery.

The eight books are:

1) 'Away with words' by Sophie Cameron - the story of Gala who moves from Spain to Scotland and becomes friends with Natalie who has selective mutism. The friends create poems from other's words to try and enrich people's lives but things go wrong.

2) 'Choose love' by Nicola Davies - this is a series of poems about the reality of those forced to leave behind the life they knew for safety and asylum in another country.

3) 'Safiyyah's war' by Hiba Noor Khan - the story of Safiyyah and

how the Jewish community used the catacombs of Paris to escape war.

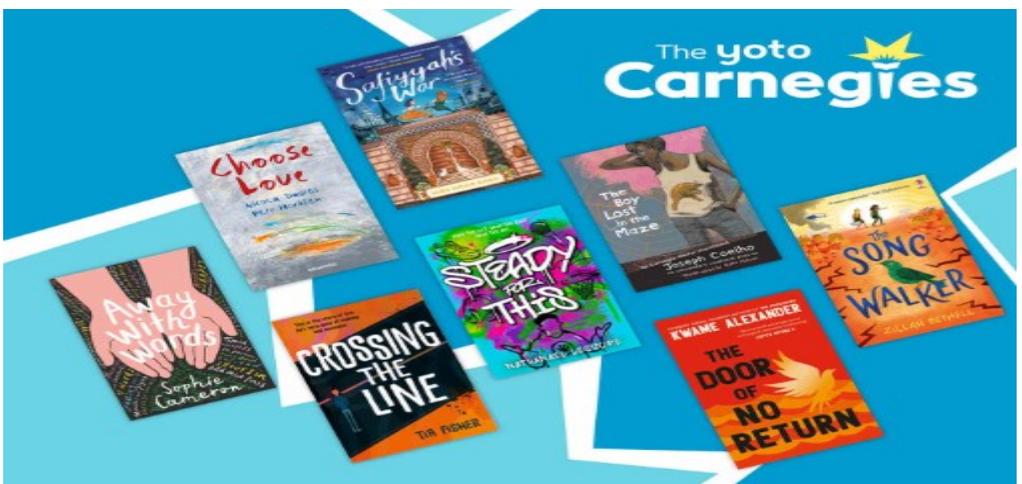
4) 'Steady for this' by Nathanael Lessore - the hilarious story of Shaun, a wannabe rapper whose live stream performance goes viral for all the wrong reasons and the consequences of this.

5) 'The boy lost in the maze' by Joseph Coelho - a rites of passage novel told through poems about becoming a man and discovering what manhood is and can be.

6) 'Crossing the line' by Tia Fisher - the story of Erik who is grieving for his father when his mum meets a new partner and the impact it has on him.

7) 'The door of no return' by Kwame Alexander - the story of Kofi growing up in West Africa exploring the themes of war and peace, love and hate, and hope and despair.

8) 'The song walker' by Zillah Bethell - the story of Tarni who meets a city girl alone and takes her on a journey through the outback to find her sister and solve the mystery of her identity.



The one I am most excited to read has to be “Steady for this” because as well as Shaun’s story being funny the book also touches on serious themes such as, use of social media, peer pressure and friendship issues, which I’m sure we can all relate to.

To find out more, you can join Ms King and Ms Whyte in the library every Friday at 1pm for ‘Books and Biscuits’ to read and discuss these imaginative new books

whilst enjoying some sweet treats.

The winners of the Yoto Carnegie awards will be announced on 20 June 2024, you can find out more about them on their website [www.yotocarnegies.co.uk](http://www.yotocarnegies.co.uk)



## Why are competitions good for you?

**(Apart from the prizes!)**

by Naomi Martinez

Competitions. You must’ve heard of or entered one of these before but what are they? For under 18s the type of competitions can vary. However, many competitions rely on your creativity. These involve art and design competitions, story or poetry-writing competitions and many more varied and fun types. Larger companies or organisations often run monthly or yearly competitions - mainly for under 18s. For example, the BBC runs an annual 500 words competition as well as a competition for young reporters. The prizes won can also vary, whether it being vouchers, having your work displayed somewhere special, trips or holidays, cash prizes or even something for your school. You never know where a prize may take you!

But why enter them? Of course, you can’t win them all but just participating and entering them can be worth it. It’s not just about the prize but also about the skills you will pick up along the way.

Even if you don’t think you’re good enough to win, or the chances of winning are very low, there is a benefit of giving it a try - you never know - your entry may be shortlisted, you could be a runner up or you might even win!

The more competitions that you enter, the more resilience and confidence you will build. You will also learn how to accept that you won’t win as many as you enter and to not give up. Therefore, when you do win, (and you will if you keep trying) it will make your achievement even greater and you will feel prouder of yourself and your efforts.

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As most competitions involve an element of creativity, you will find your skills improving. Perhaps you might be asked to create a video or take pictures, bake or cook, write a story, draw or colour. As the age requirements can differ, you can involve your friends and family with your entries (giving you a better chance of winning!)



Alongside improving your creativity, you may also find yourself with paints and pencils in your hands instead of screens and devices. Your parents will most likely love to see this and it may improve their mood and you will find them showing more interest in what you are doing and want to get involved as well.



If you become interested in the world of competitions, ask your friends and family to keep a lookout for new ones and get them involved.

Simple colouring competitions which can be found on social media usually contain smaller prizes like vouchers or chocolate, but sometimes you can find ones like the Fireaway Pizza ran at Christmas (where the prize was a Nintendo Switch!). Good luck!



## SEEKING WRITERS, ARTISTS, DESIGNERS, REVIEWERS AND ALL CREATORS TO JOIN THE CHACE CHRONICLE TEAM.

Come along to B32 on Fridays after school or talk to Ms Whyte, Ms King or any member of the team. Even if you cannot make it every week, you can submit your work online. We know Chace is full of talented creators; let's celebrate this!

**Excellence has no limits.**

## MEET THE CHACE CHRONICLE TEAM

Hi, my name is Isabelle and I am in 12LMC. I'm interested in researching Medicine because I am hoping to become a doctor.



Hi, I'm Evie and I am in 8CAL. I'm interested in researching music, languages, education and books/ films. I also like writing- if it wasn't obvious. :)



Hey, my name is Eloise Geraghty and I am in 8CKA. I'm interested in writing stories about reading and music because they are both my main interests at the moment as well as Taylor Swift.



Hi! I'm Jackson Green and I am in 12EKC, I write about video games because, like any great video game journalist, I don't have anything else in life! Please read my writing in a Jerry Seinfeld voice, you might think I'm much more annoying than I actually am otherwise.



I'm Caitlyn from 12LMA and I'm interested in writing stories about books, art and important events because it's important to me to have a wide range of knowledge on things and to stay up to date with what's going on in the world



I'm Bronte and I'm interested in writing stories about / researching because I feel the world around us is fascinating in how it evolves ever day.



Hi, I'm Lily Foster from Year 7, 7MMC and I'm passionate about writing about political issues concerning young people and exploring both sides of the debate.



Hey! I'm Chloe, I'm in 12VEK and a passionate writer. I am interested in all things art and I am super excited to write articles for the Chace Chronicle!



Hii, I'm Laila Tomaso from 7MMC! I'm beyond happy to share my writing with you and I hope you enjoy my writing as much as I loved writing this. To be honest, writing wasn't my forte but Chace Chronicle has made me love it!



Hey, I'm Paige! I'm in 12 EKC and I love everything science, horror and books. I'm super excited to bring my journalism to you and I hope you love reading my stuff.



Hi, I'm Naomi and I am in year 7. I love researching about the world around us and the nature and wildlife there is.



Edited by Ms Whyte and Ms King. With special thanks to Mr Kairouz for his expert Media knowledge and advice.

