

# Camp Hill Girls' Chronicle



KING EDWARD VI  
CAMP HILL  
SCHOOL FOR GIRLS

September 2020

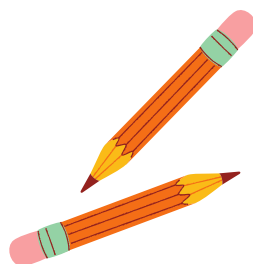


# back to School

Welcome to the newest version of The Chronicle!

We thoroughly enjoyed sharing your experiences, thoughts and news during the lockdown period and, as a result of feedback from students and staff, are continuing The Chronicle now that we're back in school.

The newsletter will now be monthly, for students, and will include wellbeing, recent experiences, exciting activities in school, but most importantly **your** news. If you have anything you'd like to put forward for the Chronicle please **email [chronicle@kechg.org.uk](mailto:chronicle@kechg.org.uk)** We hope you enjoy this first edition.



# ***Alumnus of the Month: Where are they now?***

## ***This month we feature EMMA KING***

Former Camp Hill student, Emma, is used to interviewing celebrities and overseeing content for one of the world's biggest and most iconic fashion magazines: VOGUE!

Here, she swapped her journalist's notebook for a trip down memory lane and became the one answering our questions for this month's Chronicle!

### **When were you at Camp Hill ?**

2000-2006 (Year 7 to Sixth Form)

**VOGUE**  
GLOBAL NETWORK



### **Which university did you go to, and what did you study?**

English Literature BA, Queen Mary, University of London (2007 to 2010). I ended up getting a place at Queen Mary through clearing, which I deferred for a year. I originally intended to go to Liverpool to study History, but my A-level grade for History was lower than I expected. On results day, I called Queen Mary and asked if they had space in their English Literature course — I was incredibly lucky that I was accepted and I wouldn't advise doing it this way! But on reflection, it set me on the path to where I am now — moving to London (where the majority of magazines were back then), studying essay writing (which later turned into article writing). In the year that I deferred, I also worked in a record store called Fopp to earn money, which really got me into music and inspired my decision to try to become a music journalist.

Going to Queen Mary gave me the opportunity to take part in a study-abroad programme at University of Richmond, Virginia (USA) for nine months in 2008 (during the second year of my three-year degree). Here, I studied journalism and English Literature. My journalism teacher was Robert Hodierne, a Pulitzer-prize winner who was the youngest journalist to cover the Vietnam war. It was taking his class that I found even more interest in journalism as a potential profession. While in the US and London, I worked for the university newspaper reviewing music and live gigs. I decided not to do a journalism qualification or degree conversion after graduating, but rather try to get a job that would give me immediate hands-on experience.

### **Qualifications and any further study?**

For A-Levels, I got an A in English Literature, B in Psychology, C in History and a C in General Studies. I graduated from Queen Mary University of London with a 2:1 in English Literature.



### **Career pathway and current role/job**

After I graduated, I secured an internship at a music PR agency in Digbeth, Birmingham, where we looked after clients including Duran Duran and Latitude Festival. At 21, I got my first permanent, full-time job as an Assistant Editor/Staff Writer at a content agency in Leamington Spa where we produced magazines for other companies. I moved back to London at 23 to work as an editor at At Home magazine (which is now Balance magazine). From there, I've worked at Sainsbury's Magazine, FHM, ELLE, Men's Health, Women's Health, Runner's World, Gentleman's Journal and finally Vogue, all in various roles from Staff Writer to Chief Sub Editor to Production Director.

### What I love about my job!

It's exciting, varied and fast-paced. My role is Chief Sub Editor for Vogue Global Network and I report into the Editor-in-Chief. The writers send me their stories to edit, proofread and finesse, and then I send them out to all 26 editions of Vogue across the world, including British Vogue, American Vogue, Vogue Italia and Vogue Paris. I'm also in charge of making sure everyone sticks to deadlines, working with the writers to get the best article possible, setting up workflow processes, and ensuring that the team are communicating with each other properly. A typical day ranges from editing an interview with Michelle Obama and reporting on 50 young trailblazers to working with designers on what pictures to use and coming up with an editorial strategy plan. (If I have time, I sometimes write my own pieces too!)

I also love that we're ushering a new era of meaningful Vogue content — the stories we produce are about much more than what to wear or buy. Recently, we've written pieces on the Me Too movement, Black Lives Matter, the climate crisis, transgender teens, destigmatising scars, and models with disabilities to name a few. We're evolving the Vogue platform to spotlight important social issues.



### When I'm not at work, I'm.....

Listening to music, watching Netflix and going for meals with friends — anything that's relaxing after a high-pressured day. Pre-Covid, I was a big fan of attending live music.

### What I did in Lockdown

I got into exercising at home, watching *Selling Sunset*, cooking a lot from the Dishoom cookbook, and decorating my new home. My boyfriend and I have been visiting as many national parks as we can. I've also started knitting, drawing and painting!

### Best Camp Hill memory

One of my favourite Camp Hill memories is performing in front of the whole school for a talent show in year nine. Two other friends and I dressed up like The Supremes and danced to *You Can't Hurry Love* — 1960s mini dresses, knee-high boots, and choreographed dance moves. We didn't win, but it cracks me up every time I hear that song to this day!

### Advice to your teenage self OR Advice to Camp Hillians today

It can be so difficult to do this when you're studying for exams, but try thinking about the bigger picture and know that you can bounce back from any setbacks. Be open to ideas and routes that weren't necessarily in your original plan. Don't panic if you don't know exactly what it is you want to do when it seems like everyone else does. Research what you think you might like and use that as a starting point. Gain as much experience as you can. You'll often find that what you thought you wanted to do will evolve as you learn more about the career options out there. Work hard, keep reading, stay curious and be open to possibilities.





# Wellbeing Prefects

## Aminah

Hi, I'm Aminah! I study Biology, Chemistry and English and I'm one of your wellbeing prefects this year. In my free time, I love knitting, reading and helping my grandma look after her chickens (they're very naughty). Life at the moment can feel very uncertain and you might be finding it difficult to anchor yourself (I know I am). One thing I find helpful is creating a calm and soothing environment at home where I can relax. If you can, create a safe space for yourself (perhaps in your bedroom), where you can feel comfortable and destress. Surround yourself with things that make you happy and make sure you remember you deserve rest-time! My email is **14rahman088@kechg.org.uk** if you ever want to chat or need some advice :)



## Femi

Hi I'm Femi! I study English, Politics and Art, and I'm one of your wellbeing prefects. I love making stuff and listening to podcasts. I often find one way to process difficult emotions or moments in your life is to write down or draw everything you're feeling in that moment - don't worry about it making sense (it can just be a few key words or swiggles!). Putting it down on paper can help organise your thoughts and is known as a great stress reliever. My email is **14themen392@kechg.org.uk** if you need to get something off your chest or just want to chat :)



## Flo

Hi I'm Flo! I study Spanish, Politics and History and I'm one of your wellbeing prefects. I love taking care of my plants and cooking. A really important part of looking after yourself is establishing boundaries. Listen to your body and understand that it's ok to say no to things and prioritise yourself. My email is **14mcghee951@kechg.org.uk** so feel free to say hi, whether that's because you're feeling low or just want a chat!



## Grace

Hi I'm Grace! I am studying Geography, Maths and Psychology and I'm one of your wellbeing prefects. I love playing music and dancing around my kitchen or watching a lot of TV with my cats. I think it's really important to look after yourself first, but always try to look out for those around you as well. Sometimes just one message or phone call could cheer someone up, but if you're concerned about someone, don't be afraid to seek out help in a safe way. My email is **14keast766@kechg.org.uk** if you want to chat about anything :)



## PJ

Hi I'm PJ! I study Biology, Chemistry and Spanish and I'm one of your wellbeing prefects. I love dance and drama and you might find me meditating somewhere around school (I'm particularly proud of my 'zen-mode' socks)! Since Aminah and I run Yoga Club, I would encourage you all to try some yoga or meditation if you ever want to destress! Feel free to email me (**14rajesh580@kechg.org.uk**) - I'd be happy to lend a helping hand with studies or if you just want to talk :)



## Salma

Hi, I'm Salma! I'm studying Maths, Further Maths, Physics and Chemistry, and I finished A-Level Computing in Year 12. (yes, I know that sounds scary but it's doable!) I love playing the violin, reading, and video games. I think it's really important to have some time to yourself every day to relax and do something you enjoy. Remember that you don't have to be very good at something for it to be your hobby! Feel free to drop me an email at **14berriche248@kechg.org.uk** if you need any help or want to chat about anything :-)

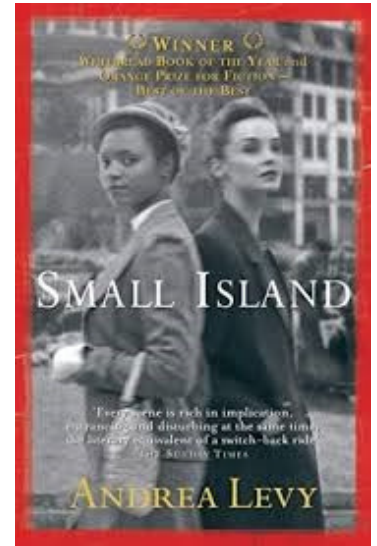


## Year 10 Creative Writing

As part of their work in English recently, Year 10 have explored an extract from the novel, 'Small Island' by Andrea Levy. The novel tells the story of Gilbert and Hortense – a young couple from Jamaica who were part of the Windrush generation, trying to make their way in a battered England, recovering from the Second World War.

Year 10 were challenged with writing a follow-on to the extract they had explored in lessons. The standard has been incredible: such moving and sensitive responses showing perceptive appreciation of the society of the time – and also great crafting!

Here's Ahana Biswas' response (10C):



This couldn't be England. Not this. Not the searing stares at the back of my head; not the haggard faces and washed-out eyes; and especially not that godforsaken room full of broken chairs and broken dreams. The pathetic September sunlight barely illuminated the park, choosing instead to blush behind the clouds, as if a child discovering the blooms of first love. Crisp autumn air nipped at my skin; summer's spiteful cousin mocking all those humid days I spent praying for just one flake of snow. The irony nearly made me laugh. London was restless: not quite asleep, not quite awake. The quietude was heavens away from the early morning raucous of Jamaica. For the first time since I stepped ashore, I felt the distance.

Buildings lay decimated around me, shards of rubble littering the roads as the city came to life. Women waiting for husbands that would never return, and children with grassy knees and hollow cheeks were all that was left of the heart of the Mother Country. My father told tales of the people from the place where 'dreams came true', of their porcelain skin and eyes the colour of sea glass. Where the sky was the limit. If only he could see me now: thoughts as illegible as the epiphanies of a dying man, mind as numb as sleep to the freezing. We did not belong here, Gilbert and I. We would always be outcasts, the wrong colour. To stay here would mean fighting a battle that only my grandchildren or even great - grandchildren would win. And yet, I could not leave. The benches at the park were still dewy from last night's rain, my skirt soaked as I desperately tried to keep myself afloat. Suddenly it rang out, clear as day, "White's only." I could feel the venom dripping at the end of each syllable. Whites. Only. A thousand pairs of eyes seemed to be aimed at my back. "God woman it's whites only, can't you read." The man's eyes burned with hate as he seemed to see right through me. I might as well have been invisible.

"Sorry," the flush grew on my cheeks as I stood up and left without a word, though every fibre in me ached for a confrontation. Fighting against tears, I clutched my bag close and walked away. This was a game I could not afford to play.

It was at that moment, I made up my mind. We would make it. Working obsessively - incessantly to reach the top. Gilbert and I would do what our parents never did: win. I could see it now. The England of my dreams: the house, the children, the cars and the cream walls. No more would I be lesser than what I was. What I was born as. Rushing in, the stairs had never seemed shorter. "Gilbert." I shouted ready to face it all. "Gilbert," it would take time and patience, but we were a team. "Gilbert!" The war had broken us both, six years of fighting had left its mark. But we would build it. We would start again. Together.

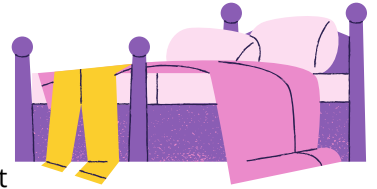


# ***Bag a morning routine to get in the zone for your best learning!***

The importance of a morning routine is essential in order to make each day more productive and maintain a well-balanced life. So, no more pressing that Snooze button or trying to tell yourself it's Saturday when it's actually Monday morning.... Getting yourself a morning routine where YOU take control can get your day off to a cracking start, and you will arrive at school ready to work and achieve your very best!

## **1. Make your bed**

Yes, making your bed is technically a chore, but it can also be a deceptively simple and tiny way to make yourself feel good. The reasons are manifold: it goes a long way in making your space (and mind) less cluttered. And, it encourages good sleep hygiene (who doesn't want to crawl into a freshly made bed at the end of the day?) Consider this: 'If you make your bed every morning, you will have accomplished the first task of your day.'



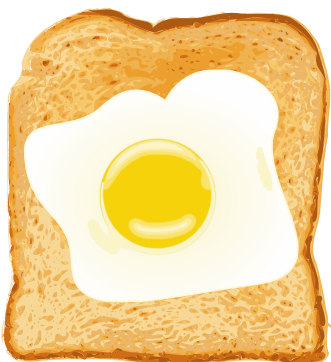
## **2. Put off checking your phone**

Every time we check our phones—especially after a long stretch of time away, like when we're sleeping—we invite a flood of stimulation and 'noise' into our brain space. For such a tiny device, your phone holds a lot of potential stressors, like news notifications, social media updates, or texts that demand your attention right now. And, for many of us, once we check our phones, we're pretty much plugged in for the rest of the day. Why not delay that just a little bit?

When you wake up, you've been sleeping and you're in a comparatively relaxed state. Wouldn't it be great to maintain that general level of calm as long as you can?

## **3. Drink some water**

The benefits of drinking water are well-documented. You know you should be hydrating throughout the day, but a glass of water in the morning gets the whole process going. Not just physiologically (because you're getting some water in your body after eight-ish hours of not drinking), but also mentally. This is really important for learning: dehydration impairs our cognitive function and ability to concentrate. So keep swilling the H<sub>2</sub>O to keep your brains in tip-top condition!



## **4. Eat a proper breakfast**

Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Many studies have shown how eating breakfast can improve memory and concentration levels, and it can also make us happier as it can improve mood and lower stress levels. In studies amongst teenagers, breakfast can improve attainment, behaviour and it has been linked to improved grades. Just like any other organ in the body, the brain needs energy to work at its best!

Note: breakfast is not a bag of Doritos or a box of sugary donuts! Fill up instead on eggs, wholegrain toast, porridge, or low-sugar muesli. For the bakers among you, why not download some healthy breakfast muffin recipes and make up a batch to get you through the early part of the week?!

## **5. Do something creative**

If you can factor it in, try to inject something creative into the start of your day. It might be a short exercise routine, or you might give yourself 10 minutes to read your book, or curl up with a journal and record your thoughts about the day ahead. This has been proven to help clear our minds of clutter and get us ready for learning, listening and thinking.



"We are what we repeatedly do. Excellence, then, is not an act, but a habit."  
Aristotle

# ***KS5 Annual Summer Journalism Competition ... the results are in!***

In the summer term, as we taught and learned online, students' emotions around the world were, quite rightly, running high: the world was reeling from the horror of the George Floyd murder.

To channel some of those feelings of anger, frustration and the desire to have a 'voice', CHG – in conjunction with former student and now Times Features writer, Hannah Betts – launched our second annual Journalism competition for Year 12 students.

The challenge was this: to write a feature-style article, suitable for a broadsheet newspaper (800 word max), which explores:

## ***Lessons the World Can Learn from the Racial Disharmony in the US***

It was an opportunity for students to research the legacy of racial disharmony in the US which stretches back centuries, and to communicate their thoughts and ideas about what needs to change globally in order to deliver lasting, positive change.

We had a great response to the competition and I am thrilled to announce that Hareena Boora (13.6) has been chosen as the winner by Hannah Betts.

You can read Hareena's thought-provoking article on the next page.

Hannah Betts said: 'I am incredibly proud of - and impressed by - this year's journalism award entries. In a year in which the news has too often felt like a depressing burden, they provided genuine uplift in their calls for action. You have inspired me not only with your journalistic prowess, but your anger, passion, emotional intelligence, knowledge of history and feel for philosophy. You were asked a big question and you responded with big answers, but never without a sense of immediate practical solutions. These articles deserve to be read by all Camp Hill students.'

Runners-up prizes go to Noor Shykhon (13.1) and Aminah Rahman (13.1)

A huge well done and congratulations to all who entered the competition. Winners will be presented with their prizes in due course. (See next month's edition of The Chronicle for details!)





**Hareena's article:**

## ***Lessons the World Can Learn from the Racial Disharmony in the US***



After learning of his murder, former second grade teacher Waynel Sexton posted a Facebook tribute to her old student, George Floyd. She enclosed a piece of writing that 7-year old Floyd had composed for a project celebrating Black History Month. "When I grow up I want to be a supreme court judge", he wrote. Simple and innocent, this sentence should never have aged to carry the weight that it does today. A child should never have grown up to be killed by the very institution that they once aspired to be a part of. The same institution that, like Floyd, most children are taught to be the archetype of what is good and just.

Floyd's fate is a story heard too many times before. Just 6 years prior, Eric Garner, a 43 year old man died after repeating the same last words as Floyd- "I can't breathe". These words have since become a rallying cry in almost 2,000 U.S. cities and across the world. Floyd and Garner are just two examples of the countless african americans who have lost their lives at the hands of law enforcement, with an estimated 1,640 between 2014 and 2019. In the U.S., black men are three times more likely to die from police intervention than white men. But police brutality is just one visible expression of racial disharmony in the US. Its roots lie much deeper, permeating every aspect of society both socially and economically. The Racial Wealth Divide Report showed that the average black family had just 2% of the wealth of the average white family. And racial inequality is not unique to the US. Recently, racism has been demonstrated blatantly in the UK through a range of injustices, from the 2018 Windrush Scandal, to the neglect of the Lammy report to an increase in stop and search. In 2011 Mark Duggan was shot dead at the hands of police, and today both Belly Mujinga and Shukri Abdi's deaths remain uninvestigated.

The administration attempts to appease with false promises and pretence. The Justice on Policing Act is expected to be passed in the U.S. in the next few weeks, which most notably includes the ban of chokeholds and training against racial profiling. Yet, the president continues to perpetuate violent rhetoric, tweeting "when the looting starts the shooting starts". At the beginning of June, he cited the Insurrection Act to mobilize military force against the public. The signing of an executive order last Tuesday was supposed to "encourage" the police force to stick to guidelines. But laws that already exist are ignored. It's against the law to kill, yet Eric Garner's murderer was acquitted of all charges last year.

No child should fear death. Or have to learn that the society that they have grown up in, to which they attach all of their aspirations and dreams, is not only set up to disadvantage them, but to brutalise and kill them. For George Floyd, as he grew older he'd learn the unlikelihood of achieving a place in the judiciary- there have only ever been two african american supreme court judges. Some children aren't even given the opportunity to fully learn about injustice before it kills them. Children like Tamir Rice, Trayvon Martin and Jordan Edwards never made it to adulthood at the hands of the police.

So what can the world learn? Nothing that we don't already know. Nothing that we haven't known for a while. People shouldn't die because of the colour of their skin. Every child should have the same opportunity to grow and flourish. By reducing deaths to lessons that we can "learn" from, not only do we deprive victims of their humanity, but we often shift our own responsibilities away from instigating meaningful change to repeating the same, superficial rhetoric of "something needs to change" that has echoed through recent decades. Rhetoric that has been made superficial not due to lack of tenacity, passion or truth, but by the administration's tendency to regurgitate, contradict and ignore. Countless people should not have to lose their lives in the most inhuman of ways just to teach us how to be human. Non black people have had enough time to reflect and learn. Now we must act. Nothing can change until we are ready to unlearn superiority, sacrifice privilege and build institutions that mirror our changed society. If this will not come from the top, then we must start closer to home. It is our responsibility as non black people to use our voices correctly, to aid but not speak over. The most that we can do is help to empower- teach black children about their history, their worth and their potential to grow and become leaders, pioneers and supreme court judges.



# ***Anti-Racist Educational Developments***

This is without doubt a very challenging time for schools, for their staff and students. One very positive development has been our developing focus on anti-racist education. The events of the summer in the United States and in particular the appalling death of George Floyd have prompted a re-appraisal of the national perception of race and privilege. We are taking this very seriously and have set wheels in motion.

## **Curriculum**

As a very diverse school community, we acknowledge the need to broaden our perspectives and have begun work in subject areas to further enhance our curriculum offer within the confines of the National Curriculum and exam specifications.

## **Student Council**

Our Student Council has been re-aligned to ensure more constant lines of communication and more input from a truly representative student voice, although quite how we can convene as a group right now remains to be seen! The Council will be founded on five fora: Equality, Diversity and Inclusion; Wellbeing; Sustainability; Curriculum; Facilities. Representatives will very soon be sought for each forum.

## **Representation across the city of Birmingham**

Two of our Year 13 students, Anjali Shingadia and Cleopatra Mangwende, will be our first representatives on the newly-established Addressing Racism Committee, where students from all of our Academy Trust schools in Birmingham will meet to share information and ideas, have their say and compare developments in their schools. Their contribution to The Chronicle follows; they will also be leading the 'Equality, Diversity and Inclusion' forum of our Student Council.

Our school is also represented on the Birmingham Race Equality Working Group.

## **Staff training**

We began the school year with reflection on voices that may be excluded from our curriculum and plans are in place for whole staff training on anti-racist education throughout this school year; fundamental to the school and our city is the need to be able to approach conversations about racism and racialisation with confidence.

## **Safe places**

We do not accept racism. We will continue to offer an environment which provides opportunities for critical debate and safe places for discussion relating to sensitive issues. Once again, in the current challenging climate this will present us with some difficulties, but we remain optimistic that the situation will improve as 2021 approaches. It is inevitable that some of what we will be able to offer will initially be in a virtual format. We are making plans with a group of Black and Mixed-Race former students who have expressed an interest in mentoring their young peers. In the meantime, if your child is experiencing issues relating to race, please contact their Head of Year here in school.

As a school, we have a vital role to play in levelling the playing field for all of our students; we will be working with various providers this year and in the future, including some of our own students' parents. We are always open to contributions from our wider school community: if you feel that you have something to offer in the context of anti-racism, then please get in touch at [head@kechg.org.uk](mailto:head@kechg.org.uk).

**SAY NO TO RACISM!**



# ***Introducing Our 'Diversity, Equality And Inclusion' Student Leaders***

Here is a brief introduction to our two Year 13 pupils who will be representing our school on the Academy Trust 'Addressing Racism Committee', as well as heading up our 'Equality, Diversity and Inclusion' forum, here in school.

**Anjali Shingadia, 13.7**



Hi, I'm Anjali and I am studying Maths, Economics and Politics in the hope to study Maths and Economics at university. I enjoy watching and playing sports especially cricket and football.

Following the events that took place this summer, I was both shocked and hurt by what I was seeing. As part of the BAME community, I took it upon myself to research and learn as much as I could about the BLM movement to see what I could do to change things. After engaging with numerous petitions, the opportunity to head up the Student Council forum for Equality, Diversity and Inclusion presented itself so I took it. I was then given the opportunity to represent the school at the Academy Trust's Addressing Racism Committee along with Cleo. Through this I am hoping to become more educated and in turn educate as many people as possible so we strive for equality.

**Cleopatra Mangwende, 13.4**



I'm Cleopatra and currently I study A Levels in French, Politics and Economics. Inspired by my interest in cultures, relationships and communication, I intend to go on and study Business with French at uni. In doing so, I aspire to achieve a fulfilling career in international business while gaining linguistic fluency.

The development of the BLM movement has been undeniably insightful. It has provided us with indispensable education on the black experience; a requisite for much-needed social change. Through my membership of the committee, and liaising with SLT, I hope to implement new strategies within the school to raise awareness of issues surrounding systemic racial inequality, microaggressions and stereotypes.

## Some Useful Links

### Mental Health websites

[www.kooth.com](http://www.kooth.com)

[www.lotsonyourmind.org.uk](http://www.lotsonyourmind.org.uk) - wellbeing

[www.youngminds.org.uk](http://www.youngminds.org.uk) - young person's mental health charity

[www.papyrus-uk.org](http://www.papyrus-uk.org) - prevention of young suicide

[www.b-eat.co.uk](http://www.b-eat.co.uk) - eating disorders

[www.self-harm.co.uk](http://www.self-harm.co.uk)

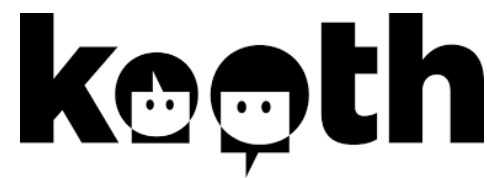
[www.calmharm.co.uk](http://www.calmharm.co.uk) - app

[www.smilingmind.com.au](http://www.smilingmind.com.au) - app

[www.stopbreathethink.com](http://www.stopbreathethink.com)

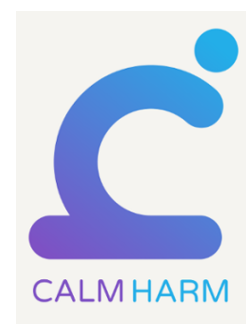
[www.gonoodle.com](http://www.gonoodle.com) - movement and mindfulness

[www.sharingvoices.net](http://www.sharingvoices.net) - mental health support in the BAME community



### Bereavement websites

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



### Equality Websites

[www.proud2bme.org](http://www.proud2bme.org) - online community promoting positive body image

[www.stonewall.org.uk](http://www.stonewall.org.uk) - equality and LGBT in the school environment and work

[www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk) - local LGBT

[www.blgbt.org](http://www.blgbt.org) - Birmingham LGBT



### Other useful websites

[www.nspcc.org.uk](http://www.nspcc.org.uk) - children's welfare charity [www.childline.org.uk](http://www.childline.org.uk) - 0800 1111 - online/telephone support available 24/7

