



SUMMER TERM 1 – WEEK 5

End of term

Next Friday is the last day of Summer Term 1. School will restart after the half term break on Monday 3rd June.

Ten Tors

A big congratulations to Jack in Elm class, who completed the Ten Tors challenge last weekend! The trek was attempted by 2,400 teenagers, navigating routes of 35, 45 or 55-miles (56, 72 or 88km) across Dartmoor. The participants set off on Saturday morning, guiding themselves unaccompanied to 10 check points throughout the weekend. Check back next week for an interview with Jack about his experience, as well as a picture of his medal!

Goodbye and good luck!

Today is Charlotte's last day! Charlotte has been a wonderful TA for Chestnut class and will be missed by staff and learners! Good luck in the future!

Jokes of the Week!

George's joke

How do you catch a unique lion?
You neek up on it!

How do you catch a tame one?
The tame way!

Benji's joke

Why did the Vampire's wife leave him?
Because he was a pain in the neck!

Arran's joke

What type of hair does the sea have?
Wavy!

Headteacher's Award



This week, we are delighted to award the Headteacher's Award to Neve for always trying her best and making visitors feel welcome.

BREAKING NEWS

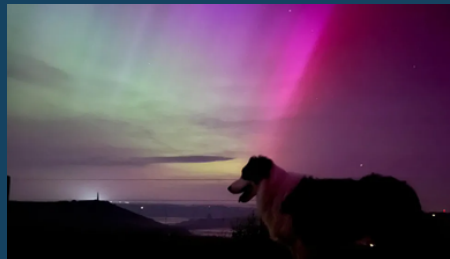
Here is a round up of the news this week!



London Zoo have three new lion cubs!

The cubs have been seen taking their first steps outside, after spending time indoors with their mother in a special den since they were born. The cubs, which haven't been named yet, are specifically Asiatic lion cubs - which are currently considered endangered. Their enclosure in London Zoo is designed like an Indian forest - which is their species' natural habitat.

Skies across the country lit up by the Northern Lights!



People across all parts of the UK, including Devon, have been able to see the Northern Lights - a natural light show in the night sky which isn't normally visible in more southern areas. The Northern Lights are also known as the Aurora Borealis and it was visible due to the biggest solar storm for more than 20 years, when huge bursts of charged energy erupt from the Sun out into space. The lights appear when charged particles hit gases in the Earth's atmosphere. The two most common gases in the Earth's atmosphere are oxygen and nitrogen. Oxygen atoms glow green - the colour most often seen in the Northern Lights, while nitrogen atoms are purple, blue and pink.

The solar storm isn't dangerous to people on Earth's surface but can cause some disruption to electronic devices, including satellites orbiting our planet.

Did you see the Northern Lights?

We'd love to share any photos that our learners have - please email them into Grace (gplant@magdalencourt.org) to include them in next week's newsletter!



Our Values

Stars of the Week

MAGDALEN
COURT SCHOOL



Respect
&
Resilience

Health
&
Happiness

Kindness
&
Independence

Our value for the Summer Term 1 is **kindness** and each week we see some great examples of kindness in our community. We are especially pleased to hear about how many of our learners are being rewarded for showing kindness to their peers!

Aspen

Charlotte for always helping her peers make good choices

Oak

Noah for trying to encourage others to make good choices

Larch

Maisie Bo. for always being a good friend

Beech

Ethan for looking after and being respectful of others

Holly

Isabel for always being helpful and doing the right thing

Elm

Seth for positive interactions in the playground

Chestnut

Emma for always being kind to everyone in class

Hazel

Beth for always being polite and caring to everyone around her

Ash

Camron-Jon for supporting younger students

Maple

Theo for being a consistent role model and always making the class laugh during tricky times such as exams

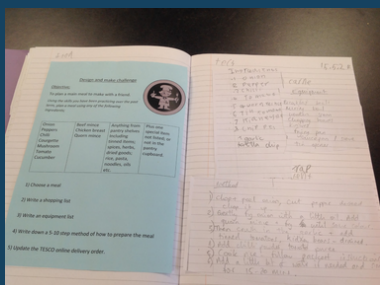
Lime

Ruben for supporting his peers when revising for exams

Food Tech

This week in Food Tech I have been stunned by the amazing efforts of so many class groups. In Aspen class learners made spaghetti Bolognese and it was so good that members of staff had it for lunch on Tuesday. Larch class made a delightfully simple and wholesome tomato, bean and pasta soup. I really liked how learners adapted the recipe to include some of their favourite veggies, swapping out ones they didn't fancy too much. Oak class completed the first of 2 lessons for a design and make challenge, where they had to plan a main meal to cook with a friend. Beech class got creative making chickpea spiced burgers and turkey burgers. Level 1 learners completing assessments in Holly, Elm and year 11 made brilliant progress whilst gathering evidence for their folders by annotating images of their recipes in a presentation. Chestnut class made vegetable samosa and we practiced our knife skills preparing onion, potato and brushing and folding filo pastry into parcels. Level 2 learners in Hazel, Ash and year 11/post 16 made a burger relish using basic ingredients and spices. We also practiced sterilizing jars and discussed this process for conserving products. Level 2 learners completing assessments practiced their two course menus this week and this was a great opportunity to practice the preparation of different elements and time management.

Next week, Aspen class will make the tomato, bean and pasta soup recipe. Larch class will be making a spaghetti meatballs recipe. Oak class will complete their chosen main meal which they will cook with a friend; the groups have selected vegetarian chilli, chicken nuggets with chips and beef burgers with chips. Beech class will be making chicken and vegetable fajitas. Chestnut class will be making fruit scones. Level 1 learners in Ash, Holly and Elm will either be completing their presentations or practicing their selected recipes. Level 2 learners in Ash, Hazel, year 11 and post 16 will make a piri-piri burger served with their homemade burger relish and some Mediterranean vegetables. Level 2 learners completing assessments will be either practicing their two course meal or gathering evidence for their portfolio.



Interviews!

Holly class are working on biographies this term and we have an excellent piece of work to share with our readers! The learner who created this said 'I was interviewing Alex Ford as part of my biography English work and I was pleased with how the interview turned out because I think it was a quality interview'.

Where was your childhood home?

My childhood home was large and echoey and I have very vivid memories of our letters to father Christmas actually flying up the chimney and it was only years later that I worked out it was because the room was so draughty that the wind blew the letters up the chimney before the fire had a chance to burn them!

Did you have siblings?

I do. I have one brother who I refer to as my baby brother, but he is now obviously 39.

When were you born?

I was born in 1982 in a large hospital in Birmingham.

Are there any interesting stories to tell from when you were a baby?

When I was one I had a birthday party with a lovely white frock and I ran into the fridge and had a nosebleed down the front of it. I was so lively that I got fired from my ballet class and when I finished brownies the guide leader requested my mother that I not start guides because she didn't think that I dealt well with authority

Did you have a teacher you disliked?

Mrs Thomas, she hit me with a ruler. I did not like being hit with a ruler.

Where did you go to school?

I went to quite a lot of schools. We moved house 13 times, which meant that I moved schools quite a lot. I remember one in Wales and two in Chester and one in Manchester and one in Birmingham, but I think there was one more so I might have gone to six schools.

How was your social life?

Yeah, I had no social life we always lived far away from schools mum and dad didn't want to drive me places they thought that the bus system would be too scary and dangerous for me, so my social life was very limited and making friends was difficult when you were almost certainly about to leave pretty soon anyway.

Are there any interesting stories to tell from when you were in school?

Mostly I worked pretty hard, did pretty well because I was busy not having a social life and not having friends. So, what I did do was like get all my qualifications. I was a very, very good student.

Did you have any jobs before this one?

Yes, obviously I did. I'm really old. I worked as a teacher in a mainstream school and I also worked in HR for 10 years, which is the work that involves hiring people and recruiting and checking qualifications and stuff like that.

Are you married or do you have a spouse?

I do. We've been married for more than a decade.

What's your proudest moment?

My children's birthdays - I'll never forget those moments.

Are there any interesting stories to tell from your career?

I've been blessed with working with some really interesting young people. And there are lots and lots of interesting stories, but some of them shouldn't be shared with other young people.

Did you have hobbies in your youth?

While I was younger, my family were really keen that I learned to play violin, but I hated it. What I did enjoy doing was bell ringing at my local church. I am a qualified campanologist and a qualified teacher of Campanology.

Have you got any hobbies now?

I'm a really keen gardener and I also enjoy dancing and music.

Are you interested in trying something new?

I am always interested in trying something new. I am actually considering learning computer coding. My husband's about to do a course in a particular development language for his job, and I'm considering learning alongside him just for fun.

Was there anything you tried and never did again?

I definitely know that this isn't what you meant, but yes, there is something that I tried once and never did again. I had the opportunity to try tasting jellyfish. And it was absolutely disgusting and I will never try it again.

Do you have children/nieces/nephews?

I have two children of my own, the most beautiful, gifted, intelligent, wonderful young boys that ever walked the planet. And I'm also blessed with multiple nieces and nephews as my brother and sister-in-law have also had children, but they are obviously not quite as good as my children.

Do you know any famous people?

I don't know any famous people but I do share a birthday with Mozart.

Are you planning anything soon?

I have thousands of plans, but I'm not sure any of them sound very interesting to a teenager. I have plans for my vegetable garden. I have plans for a camping holiday. I have plans for redesigning my kitchen. I have plans for a new light fixture in my living room. I have many small plans.

Do you have any thoughts on the future?

I worry about environmental change and that the generation to come, which is your generation, is going to suffer all the consequences of my parents generation's actions and I think that we should be focusing as a school, a community, a world on environmental damage limitation.

Football success!

We had a fantastic morning of football last Friday. On a blistering warm day, learners from KS3 & KS4 travelled to the Devon FA Headquarters to play in a SEN festival, competing against 8 other schools.

Both teams were excited and ready to play when we got there. David was manager for the older team and Alfie took on his first managerial position for the younger team with Emma to support. The older team were made up of Louis in goal, Ruben and Joe in defence. Tommy was holding the middle together with Junior and Callan up front looking to score some goals. The boys worked really hard in every game and Tommy was instrumental in keeping the spirits high. They supported each other well and played some good football.

Alfie's team started with back to back games on this very warm day! Luckily their energy was high and they put in some great work to win their opening games. Freddie in goal was calling from the back, organising his team. Ella, Ethan, Josh and Daylun took it in turns throughout defence stopping any balls reaching Freddie. Ozzy, Billy Kai and Oliver were racing all over the pitch and kept slotting the goals in.

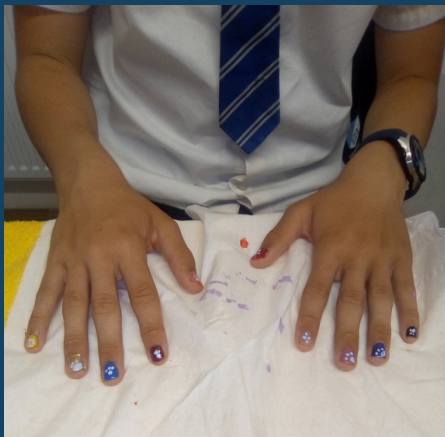
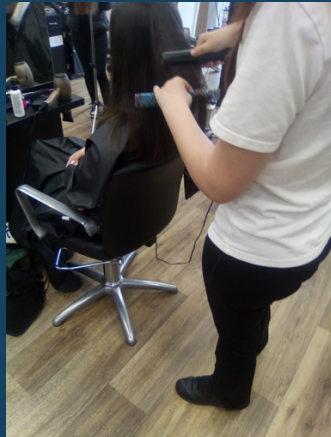
The team went onto to win their group and progress to the finals against ACE Tiverton. It was a close game but they won 1-0 with a beautiful goal from Billy on his left foot, the crowd went wild and even Alfie ran on the pitch! The KS4 team played well and finished 4th in their league. Above all, the pupils were great ambassadors for the school. The teams returned to school buzzing and played 'It's coming home!' on the bus!

Well done to all involved - we are really proud of you!



Hair at The Academy

Last Friday, a group of learners visited Hair at The Academy in Exeter. The Academy is a unique salon (the only one of it's kind in the country!) where they support children and young adults gain the skills they need to get into paid work and learn a trade that will lead to a rewarding future career. We first met the Hair at The Academy team at our Careers Fair earlier this year and we were delighted at the opportunity to spend the day with the team!



PAFOM AGM

The PAFOM AGM will take place on the 23rd of May at 2pm. If you would like to join us, please email: pafomgroup@gmail.com. The PAFOM team are still looking for new members to keep the group going, so do reach out if you are interested!

SUMMER 1 - WEEK 6



MONDAY

Outdoor Education

Oak & Larch

Food

Hazel

(Burgers & relish)

Aspen

(Tomato, bean and pasta soup)

TUESDAY

AS Chemistry

Computer Science

Outdoor Education

Holly, Elm & Y9 Chestnut

Food

Year 11/Post 16

(Burgers/Assesment prep)

Larch

(Spaghetti meatballs)

WEDNESDAY

Physics

Outdoor Education

Beech & Aspen

Food

Chestnut

(Fruit scones)

Ash

(Presentations/Selected recipes/Burgers)

Oak

(Chosen main meals)

THURSDAY

English Language

PAFOM AGM

Outdoor Education

Ash, Hazel & Y10 Chestnut

Food

Holly

(Presentations/Selected recipes)

Post 16

(Burgers/Assessment prep)

FRIDAY

English Speaking and Listening (FS)

Outdoor Education

Maple & Lime

Food

Beech

(Chicken/Vegetable fajitas)

Elm

(Presentations/Selected recipes)

END OF TERM

Safeguarding

This week, our safeguarding focus is online grooming, where someone befriends a child online - with the intent of abusing or exploiting them. This can happen across a variety of apps and platforms, including online gaming. We are aware that a considerable number of our learners use the internet regularly and often play video games, interacting with strangers. Therefore, we would highly advise familiarising yourself with the points on the attached document and discussing with your young person how they use the internet safely. **Please note, the language used in the document is direct regarding the impacts of grooming so please consider this when speaking with your young person.**

If you would like any support with any of our safeguarding topics, please reach out to Jane or Grace.



Online Grooming is when someone befriends and builds an emotional relationship with a child and communicates with them through the Internet with the intent to commit a sexual offence. This type of victimisation can take place across any platform; from social media and messaging apps to online gaming and live streaming. Often it involves young people being tricked, forced or pressured into doing something they wouldn't normally do (coercion) and often the groomer's goal is to meet the victim in a controlled setting to sexually or physically abuse them. In some cases children may be abducted or have long-lasting psychological damage.



What parents need to know about

ONLINE GROOMING



CHILDREN ARE MOST VULNERABLE

Unsurprisingly children are often most at risk as they are easy to target and unlikely to question the person who is engaging in conversation with them. Groomers will use psychological tricks and methods to try and isolate them from their families and friends and will often choose to target more vulnerable children who may be easier to manipulate. Predators will stalk apps and websites that are popular with young people and will use a 'scattergun' approach to find victims, contacting hundreds online to increase their chances of success.



LIVE STREAMING CONCERNS

Predators may use live video to target children in real-time using tricks, dares or built-in gifts to manipulate them. Grooming often takes the form of a game where children receive 'likes' or even money for performing sexual acts. Social media channels, such as YouTube, Facebook, Instagram and Snapchat, all have live streaming capabilities, but there are many apps which children can use to live stream, including Omegle, Live.me, BIGO Live, YouNow and many more.



ANYONE CAN BE A PREDATOR

The Internet has made the ability to interact with strangers online easy. Many sites and apps are reliant on individual users entering their own information when signing up. However individuals can remain anonymous if they choose to enter inaccurate information and many online predator cases are due to groomers using impersonation techniques. However, often the greater threat comes from adults who 'hide in plain sight', choosing to befriend young children without hiding their real identity.



CAN BE DIFFICULT TO DETECT

Unfortunately, most children find the 'grooming' process (before any meeting) an enjoyable one as the predator will compliment, encourage, and flatter them to gain their trust, friendship and curiosity - 'a wolf in sheep's clothing' scenario. This often means children fail to disclose or report what is happening. If the groomer is also previously known to the child, their family and their friends, then this can make detection even harder.



FROM OPEN TO CLOSED MESSAGING

Online predators may contact their victims using any number of ways including social media, forums, chat rooms, gaming communities or live streaming apps. Sometimes there is little need to develop a 'friendship'/'rapport stage', as the victim has already shared personal information online and is communicating openly with others. Children may also be prepared to add other online users they don't know so well to gain 'online credibility' through increasing their friends list. Predators will often seize this opportunity to slowly build a relationship and then move their conversation with the child to a more secure and private area, such as through direct messaging.

EMOTIONAL ATTACHMENTS

Online predators will use emotive language and aim to form close, trusted bonds with their victims through showering them with compliments and making them feel good about themselves. Often victims will refer to them as their 'boyfriends' or 'girlfriends' and it can be difficult to convince some young people that they have been groomed, often leading to lasting psychological effects.



Safety Tips for Parents & Carers



IT'S GOOD TO TALK

It's unlikely that you can stop your child using the Internet, nor can you constantly monitor their online activities, but you can talk to your child on a regular basis about what they do online. By talking openly with them about online relationships, they can quickly ascertain the kind of behaviour which is appropriate or inappropriate. Ask them whether they have any online friends or if they play online games with people they haven't met. This could then open up conversations about the subject of grooming.



CHECK PRIVACY SETTINGS

In order to give your child a safer online experience, it is important to check privacy settings or parental controls on the networks, devices, apps, and websites they use. Disable location sharing if you can. If you use location-sharing apps to check where your child is, remember that these could always be used by strangers to follow your child without their knowledge. Ensure that you check options so that location information is never shared with anyone except those they have permission to share with.



MONITOR SOCIAL MEDIA & LIVE-STREAMING USE

It's important to be aware of what your child is sharing on social media and with whom. Create your own profile and become 'friends' with them or follow them so that you can monitor their activity. Similarly, always check on them if they are live streaming and implement privacy controls. Choose a generic screen name and profile picture that hides their identity. You may also feel more comfortable being present each time they live stream.



STICK TO 'TRUE FRIENDS'

Make it clear to your child that they should not accept friend requests from people they don't know and to verify friend requests with people who they do know. Encourage them to only interact and engage with 'true friends' i.e. those friends who don't ask personal questions such as close family and friends. Remind them to never agree to chat privately with a stranger or someone they don't really know and to never divulge personal information, such as mobile phone numbers, addresses, passwords or the name of their school.



DISCUSS HEALTHY RELATIONSHIPS

Talk to your child about what a healthy relationship looks like and how to detect someone who might not be who they claim to be. Explain that groomers will pay your child compliments and engage in conversations about personal information, such as hobbies and relationships. They may admire how well they play an online game or how they look in a photo. Groomers will also try and isolate a child from people close to them, such as parents and friends. In order to make their relationship feel special and unique.

BE SUPPORTIVE

Show your child that you will support them and make sure they understand they can come to you with any concerns they may have. They need to know they can talk to you if someone does something they are uncomfortable with, whether that is inappropriate comments, images, requests or sexual comments.



Meet our expert

Jonathan Taylor is an online safety expert and former Covert Internet Investigator for the Metropolitan Police. He is a specialist in online grooming and exploitation and has worked extensively with both UK and international schools in delivering training and guidance around the latest online dangers, social media apps and platforms.



LOOK OUT FOR WARNING SIGNS

Child safety experts have identified key grooming patterns and advise parents to look out for:

- Secretive online behaviour.
- Late night Internet or smartphone usage.
- Meeting new friends in unusual places.
- Becoming clingy, develop sleeping or eating problems or even bedwetting.
- Lack of interest in extra-curricular activities.
- Having new items, such as clothes or phones, unexplainably.
- Seem withdrawn, anxious, depressed or aggressive.
- Having older boyfriends or girlfriends.

