



SPRING 1 – WEEK 3

Moor fun!

Looks like our learners have been rocking it up on the Moors these past couple of weeks! They have been weaseling, bouldering and generally clambering about and enjoying the fresh air. Great to see them developing new skills - some even had a go at mountain biking on Haldon this week. It's brilliant to see such healthy habits being learned in line with this term's value focus.

Aspen class certainly have a healthy imagination this week, their wonderfully creative poems can be found below - very inspiring!

On another health note, don't forget to complete consent forms for learners in years 9-11 who are being vaccinated on Wednesday - forms must be in by Monday 27th please.

Dates for the diary

Coffee morning: Alley House,
30th January

Y9-11 immunisations: 29th
January

Headteacher's Award



This week the Headteacher's Award
goes to
Phoebe

for great attendance in class and
even joining in with cooking in Food
Teach, well done!

We have recently updated our Behaviour Policy. This is available on our website at <https://www.magdalencourt.org/page/?title=Policies&pid=21>.

Please familiarise yourselves with the updated policy, which is centred around our school values and ensuring these are core to our expectations around behaviour.

Therapy notes

If your child has dyspraxia, check out the support videos from the 'Watch Me Do It' project. They are filmed from a child's point of view, which can really help when learning new skills:
<https://watchmedoit.mmu.ac.uk>

HIGHLIGHTING... CAREERS

To coincide with our school development of Careers and employability we intend to host a fortnight of careers presentations in March.

For many of our pupils, understanding their potential options into employment post-MCS can be daunting and confusing. We hope that these presentations and Q&As will provide insight and an opportunity for pupils to consider their pathway.

These will informally include areas such as: How they achieved their role? What the working week looks like? Are there opportunities to progress? What kind of tools/skills are required?

If you would like to support this programme and would be willing to talk about your job, it would be much appreciated, and we would do our best to work around your availability. The presentation will be approximately 20 minutes, with a Q&A with groups of 10-12 pupils.

If you could support the school in this way, please could you email Sophie on shaney@magdalencourt.org for further details.

ASPEN CLASS POEMS: THE DOOR

Amiee

Go and open the door
See what is
Outside.
Potions waiting to
Explode like a
Bomb.
Horses waiting to
Be fed like a
Hungry caterpillar.
Go and open the door.
You shall find
A horse waiting
For some
Love
Open the door!
Go and open a large
Pack of popcorn.
Animals waiting like
The sea coming back
To
You.

Riana

Go and open the door.
Or summertime trees.
Or play in the water like a round lion.
Go and open the door to see blue sky winter cold.
Stay warm throw snowballs around open the door.

Mala-ann

Go and open the door
See what is outside
You might see bird's tweeting, or a fox snuggled up in a hollow
There might be a wolf sitting still as a book.
Look through the door
You might see a cat scratching at the door.
Look there's a dog walking like a parrot.
There's a panda on a swing waving at you.
Go and open the door

Idiom & word of the week for Week 4:

Idiom of the week

Mend Fences

Mending fences refers to repairing a relationship or making an effort with someone after a disagreement.

Origin

This comes from a 17th century proverb, which states 'good fences make good neighbours'.

How to use it?

She decided to mend fences with her brother after they argued.



Word of the Week

Disposition

Noun

A person's usual way of behaving or feeling or a natural tendency to do something.

Example

Miriam has a cheerful disposition.

John has a disposition to argue and gets himself in trouble.

Synonyms

Temperament
Tendency
Inclination



Our Values Stars of the Week

MAGDALEN
COURT SCHOOL



Respect
&
Resilience

Health
&
Happiness

Kindness
&
Independence

The value this term is **health** and we've seen some great examples of this quality in school this week.

Larch

Agatha for excellent effort in Funfit

Olive

Daylun for dealing with emotions appropriately

Elm

Noah for taking appropriate sensory and movement breaks

Lime

Luke for managing his mental health when navigating challenging situations

Maple

Jack P for having a great variety of lunchbox items!

Beech

Maisie Boxhall for enthusiastic engagement with PE & sports activities

Holly

Aaron for showing enthusiasm and doing well in PE

Ash

Emmerson-Lee for having consistently healthy snacks

Birch

Jack L for full attendance this week despite not feeling 100%

Aspen

Riana for working so hard to develop the healthy skill of bike riding

Oak

William for having a healthy relationship with his device, knowing when to stop!

Hazel

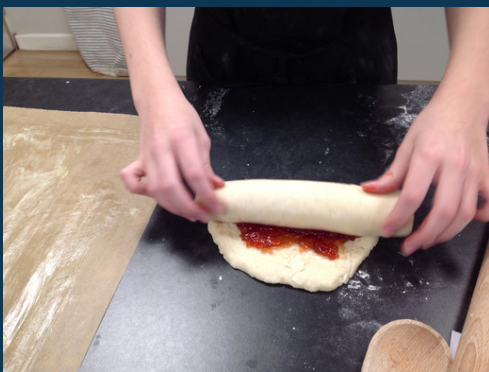
Oliver M for his dedication to a healthy lifestyle

Juniper

Nathan for healthy decision making, good attitude and pushing himself to try new things

We've had another busy week in the Food Tech department. Learners in Larch class were introduced to using the standing mixers to prepare a savoury short bread dough with lots of fresh herbs and parmesan cheese, the dough was chilled in the freezer before it was sliced into rounds and baked to perfection. Birch class were introduced to using the electric whisks to complete the creaming method and whisking the addition of eggs for their glacier cherry muffins. Oak and Ash class produced some wonderful sandwich biscuits where we continued to practice our rubbing in method, rolling, cutting and baking skills. Elm, Aspen and Beech classes prepared steamed Roly Poly puddings filled with jam. This tested learners' bread making skills as they prepared a dough and rolled it out before carefully filling, rolling up and wrapping up with pleats in the sheets to allow for expansion as it steamed in the oven. Learners in Alley House and Juniper made fantastic progress with preparing fresh filled pasta with a spinach and ricotta filling, great effort. Olive class continued with completing recipe cards and started power point presentations for their assessment coursework. Learners in Hazel and Maple class enjoyed making fresh filled pasta with a meat filling. Level 1 learners in Lime and Holly class prepared a beef Bolognese whilst L2 learners completed skills records for their main courses.

Next week, learners in Larch class will make chocolate shortbreads. Birch class will continue making cakes and will practice making butterfly buns. Ash and Oak class will prepare short bread fingers. Elm, Beech and Ash will make a fruity tray bake. Alley House and Juniper class will prepare beef Bolognese. Learners in Olive, Hazel, Maple will prepare a classic Italian starter Bruschetta and complete skills records for their previous learning this term. Level 1 learners in Holly and Lime will also prepare bruschetta and Level 2 learners will begin planning and preparing their 2nd course (bakes).





SPRING 1 - WEEK 4



MONDAY

Outdoor Education
Birch & Larch

Food Tech
Elm & Aspen
Fruity traybake
Ash
Oaty biscuits
Alley House
Lasagne

TUESDAY

Outdoor Education
Beech, Oak & Ash

Food Tech
Larch
Chocolate shortbread
Olive
Bruschetta
Birch
Butterfly buns

WEDNESDAY

Outdoor Education
Elm, Aspen & Juniper

Food Tech
Oak
Oaty biscuits
Holly
Bruschetta
Hazel
Bruschetta

THURSDAY

Outdoor Education
Hazel & Maple

Food Tech
Lime
Bruschetta
Juniper
Lasagne

FRIDAY

Outdoor Ed
Lime, Holly & Olive

Food Tech
Beech
Fruity traybake
Maple
Bruschetta

Safeguarding

This week's focus is on the huge challenge presented by group chats. On the next page you'll find a guide with helpful information to support parents and carers with understanding this key issue.

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

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What Parents & Educators Need to Know about GROUP CHATS

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On messaging apps, social media and online games, group chats are among the most popular ways that young people engage with their peers online. Involving three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they can be great for connecting with others, there are several risks posed by these tools.

WHAT ARE THE RISKS?

BULLYING

Teens are often trying to find their place in their social group. Unfortunately, group chats can sometimes lend themselves to unkind comments being shared freely, putting people down to make their peers laugh – often creating a vicious circle that encourages others to join in. Being bullied so publicly – in front of friends and acquaintances – can also amplify the hurt, embarrassment and anxiety that the victim feels.

EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: for instance, starting a new group, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one person doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss events that exclude them – for example, sharing photos from a day out that they didn't attend.

INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by a child if they are part of that group, whether they actively engage in it or not. Some apps have features that cause messages to disappear after they're viewed, so children may be unable to report something they've seen, as it can only be viewed once or for a short time.

SHARING GROUP CONTENT

Group chats can feel more private and protected, allowing children to share inside jokes and video calls with a smaller group of friends. It's important to remember that while the chat's content is private between those in the group, individual users can easily share material with others outside of the group, or screenshot what's been posted. The risk of something a child intended as private becoming public is higher if there are strangers in the chat.

UNKNOWN MEMBERS

Within larger group chats, it's more likely for children to communicate with people they don't know. These strangers may be friends of the host, but not necessarily friendly towards everyone present. It's wise for young people to avoid sharing personal details and remember that they have no control over what others do with the material they send into the chat.

NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications they tend to generate. Every time someone sends a message, each member's device will be 'pinged' with an alert. This could result in hundreds of notifications a day. This is often highly distracting, and young people's fear of missing out (FOMO) can cause increased screen time as they try to keep up with the conversation.

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Advice for Parents & Carers

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CONSIDER OTHERS' FEELINGS

Group chats can become an arena for young people to compete for social status. This could cause them to do or say things on impulse which could upset others. Help children consider how people might feel if they behave in this way. If the child does upset someone, encourage them to reach out, show empathy and apologise for their mistake.

PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Ensure children understand the importance of not revealing identifiable details like their address, their school, or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they can't be certain where it might end up and how it might be used.

GIVE SUPPORT, NOT JUDGEMENT

Group chats are an excellent way for children to connect and feel like they belong. However, remind them that they can confide in you if they feel bullied or excluded, instead of responding to the person who's upset them. Validate their feelings and empower them by discussing how they'd like to handle the situation. You can also encourage children to speak up if they witness others being picked on.

AVOID INVITING STRANGERS

Sadly, many individuals online hide their identity to gain a child's trust and serve their own ends – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure the child understands why they shouldn't add people they don't know to a group chat – and why they should never accept a group chat invitation from a stranger.

BLOCK, REPORT AND LEAVE

If a child is in a chat where inappropriate content is being shared, advise them to block whoever sent the material, report that person to the host app or platform and exit the group. If any of this content could put a minor at risk, contact the police. Emphasise that it's OK for children to simply leave any group chat that makes them feel uncomfortable.

SILENCE NOTIFICATIONS

Having a device bombarded with notifications from a group chat can be an irritating distraction – especially if it's happening late in the evening. Explain to children that they can still be part of the group chat while disabling notifications – and that it would be healthier for them to do so, avoiding a situation where they could feel pressured to respond.

MEET OUR EXPERT

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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Sources: <https://www.thinknow.co.uk/118/lets-talk-about/socialising-online/group-chats/> | <https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/chat-app/>