



SPRING 1 – WEEK 5

Another active week!

It's another busy newsletter this week full of all we've been up to at school and on various trips and activities - check out all the wonderful reports and photos below!

Please also take time to read the important notes from our school office team. If you have any questions or queries for them, you can reach them via the Arbor app, phone (01392 494919) or email (office@magdalencourt.org) and they will do their best to get back to you as soon as possible.

Joke of the week

Benji's joke: What is a tornado's favourite game?
-Twister!

Dates for the diary

Coffee morning: 13th
February - Ash class

Headteacher's Award



This week the Headteacher's Award
goes to

Benji

for making others welcome

&

Ethan G

for brilliant attendance

office NOTES



Mel's memo

If your child is absent, please **contact the school office** with a reason e.g. illness by 9am. You can do this via the Arbor app, phone or email. We will let the class teacher know.

Please do this for every day of absence.

Please note that it is important that we have up to date medical information for all learners - if there are any changes to medication, please pass details to the school office as soon as possible.

Please check the photos of lost property below and claim any items before half term. Anything left unclaimed will be disposed of or donated.

LOST PROPERTY



NATIONAL APPRENTICESHIP SHOW

Students from Lime & Holly classes attended the National Apprenticeship Show at Sandy Park. Pupils had the opportunity to discuss the apprenticeship offers from different organisations including Mercedes, Royal Air Force, the Met Office and many others. Students learnt about pathways and entry requirements into these fields, whilst developing their independence and communication skills. The students were fully immersed in the activities, and we received some very positive comments from the event organisers regarding our pupil's presentation. Well done to all those who attended.



PARACHUTE PE

This Half Term Larch Class have been experiencing a unit of work based on Parachute Games. These games help to develop team building skills which help young learners communicate, socialise, problem solve and make/build friendships. Through simple games using a large colourful parachute pupils develop language skills, gross motor skills, coordination and sensory processing. Pupils in Larch class have been supported by Kellan and Jacob from Beech Class who have been working on their sports leadership skills.



BOCCIA TOURNAMENT

Last week some of our learners went to the county finals of the Boccia tournament. All the pupils were absolutely amazing and showed the best sportsmanship. We ended third in our group and had a wonderful day out improving our Boccia skills.



BEECH CLASS POTTERY

Beech Class have now completed their clay vessels; exploring dry brushing and blending techniques with complimentary colours as the base, then using a contrasting colour to accent the details they wished to highlight. They then varnished their work to preserve the colour, creating finished underwater-textured clay vessels.



FOOTBALL

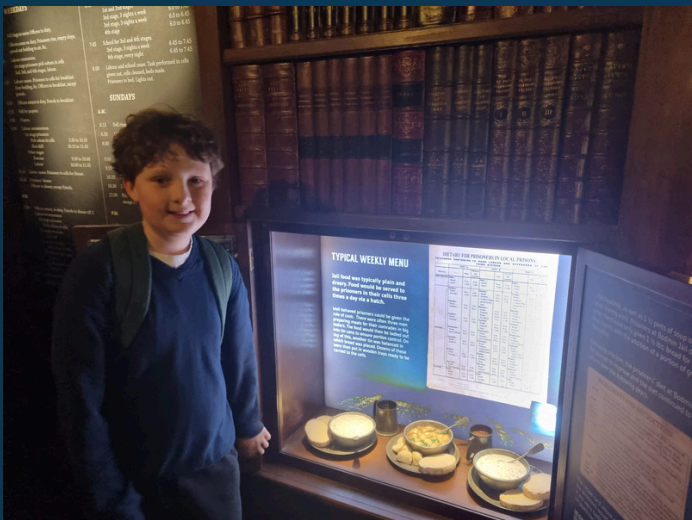
Our footballers did really well last week, winning all three games they played! The MCS team beat Orchard Manor 3-0, and Barley Lane twice, finishing 1-0 both times - great job boys!



VISIT TO BODMIN JAIL



On Thursday Elm class visited Bodmin Jail- a long drive that proved totally worth it! The class had planned the visit, including mapping the journey, as part of their Personal Development and Careers programs, and it also tied in well with our Beliefs and Values topic which is 'Right, Wrong, Good and Bad'. We followed the path of criminals from the past as they entered the jail, with a fabulous darkened sensory journey and audiovisual stories, and travelled through the cell block discovering aspects of the jail such as hard labour, crowding, poor hygiene and punishments. It was really spooky in places! The class was fabulous and we've been discussing it again this morning – it definitely made a big impression.



THERAPY FOCUS

We practice interoception as part of our school curriculum. Sensing what we feel in our bodies becomes harder the older we get but it's so important to help us know more about what's going on inside our bodies - how are we feeling physically and emotionally?

Research shows that the ability to notice body signals is linked to the ability to identify and manage the following emotions and more:

Hunger	Pain	Sleepiness	Anxiety	Calm
Fullness	Illness	Need for Bathroom	Distraction	Boredom
Thirst	Body Temperature	Anger	Focus	Sadness

It can be easiest to notice these signals when doing an activity that evokes a strong sensation. We will provide a weekly sample of daily activities that may evoke these signals, giving an opportunity to practice paying attention to those feeling. This week, **FEET**:

In the bath/shower	Walking/resting feet on carpet	Walking/resting feet in grass	Walking on a balance beam	Standing on one foot	Kicking a Ball	Jumping on a trampoline	Climbing on playground equipment
Going outside in hot/ cold weather	Relaxing on the couch or chair	Putting on socks/shoes	Taking off sock/shoes	During a foot tickle	While running or active play	Carrying a heavy load	Putting lotion on feet



Our Values
Stars of the Week

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

Poorni for trying new and healthy foods

Olive

Dainton for making healthy choices in his new class

Elm

Noah for cycling to and from school

Lime

Lidia for exploring and attempting new strategies to support her mental and physical health

Beech

Phoebe for trying a new sports activity and keeping an open mind

Holly

Jaylee for good ideas in PSHE about healthy diets

Ash

Holly for working through challenges with a positive approach

Birch

Jack M for enjoying exercise through Just Dance in class

Aspen

Marcus for joining in football with such enthusiasm

Oak

Lucas for sharing with friends to build healthy relationships

Hazel

Neve for her enthusiasm and engagement with Boccia both in and out of school

Maple

Joe F for improved motivation and mindset towards his learning

It's been another great week in the Food Tech department. Larch class have practiced making some scrumptious ginger bread biscuits. Birch class developed their skills using the electric whisks with more independence whilst they prepared banana bread. Oak and Ash class prepared oat biscuits this week, combining their weighing out skills and managing the hob to melt the butter, milk and syrup, they turned out great! Learners in Aspen, Beech and Elm used the food processors to blend up a chocolate brownie cake batter using black beans, yogurt, eggs, vanilla, cocoa and sugar. Learners in Alley House and Juniper made a risotto Bianco (white risotto), developing skills preparing onion, chicken stock and managing the heat output on the hob. Learners following the Level 2 curriculum in Hazel, Maple, Lime, Olive and Holly prepared a mushroom, bean and bacon risotto. Learners enjoyed this recipe very much and loved its comforting starchy and mellow savoury flavours. Learners completing Level 2 assessment coursework have made good progress this week completing paper work for their first course and some individuals even prepared their main dishes again, really good effort.

Next week Larch class will make ginger bread people with a focus on independence when rolling out and cutting. Birch class will practice making a blueberry and oat muffin recipe. Oak and Ash class will prepare jammy dodger biscuits. Beech, Aspen and Elm class will make a classic lemon drizzle recipe. Learners in Alley House and Juniper will have a go at making home-made Gnocchi. Learners in Hazel, Maple, Olive and Lime will make arancini next week. Holly class will prepare Bruschetta as we missed this lesson due to the careers trip last week. Learners completing level 2 assessment coursework will continue with preparing course 2 (cakes or bakes of their choice).



SPRING 1 - WEEK 6



MONDAY

Outdoor Education
Birch & Larch

Food Tech
Elm & Aspen
Lemon drizzle
Ash
Jammy dodger biscuits
Alley House
Homemade gnocchi

TUESDAY

Outdoor Education
Beech, Oak & Ash

Food Tech
Larch
Gingerbread people
Olive
Arancini
Birch
Blueberry & oat muffin

WEDNESDAY

Outdoor Education
Elm, Aspen & Juniper

Food Tech
Oak
Jammy dodger biscuits
Holly
Bruschetta
Hazel
Arancini

THURSDAY

Outdoor Education
Hazel & Maple

Food Tech
Lime
Arancini
Juniper
Homemade gnocchi

FRIDAY

Outdoor Ed
Lime, Holly & Olive

Food Tech
Beech
Lemon drizzle
Maple
Arancini

Idiom & word of the week for Week 6:

Idiom of the week

Burn the midnight oil

To burn the midnight oil means to work late into the night or early morning hours, when studying or working hard.

Origin

Before the invention of electricity, people used oil lamps to provide light, and so working late would mean burning extra 'midnight' oil!

How to use it?

Preparing for her exams, Maria was burning the midnight oil to get all her work done.



Word of the Week

Tête-à-tête

Noun

A private conversation between two people, especially friends.

Example

I pulled her aside for a **tête-à-tête**.

The manager paused the meeting for a **tête-à-tête** with his assistant.

Synonyms

One-to-one
Private chat

Safeguarding notice

We have become aware that away from school, some of our learners are talking on social media to people they do not know. It is relatively easy for fake profiles to be set up on Snapchat and for these accounts to send sexual images. We ask that parents be vigilant and spend some time on the NSPCC online safety page which has lots of information and a dedicated number for parents to call if they have concerns.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety>

The law says that creating or sharing sexual images or videos of a child under 18 is illegal, even if the person sharing is a child. This includes:

- sending sexual messages to a child
- a child taking an explicit photo or video of themselves or a friend
- sharing an explicit image or video of a child, even if it's shared between children of the same age
- having, downloading or storing an explicit image or video of a child, even if the child gave their permission for it to be taken
- sharing an explicit image or video of a child is illegal, even if it's shared between children of the same age. 'Sharenting' - or adults sharing a photo of a child to raise awareness is also illegal.

Whilst it's illegal for anyone to exchange nude or semi-nude imagery of a child, the legislation is there to protect children from abuse. If an incident involving a young person sharing a nude is reported to the police, it is very unlikely it will result in the child being prosecuted.

This week's focus is on the Snapchat app. On the next page you'll find a guide with helpful information to support parents and carers with understanding and managing the risks around this.

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

What Parents & Educators Need to Know about

SNAPCHAT

AGE RESTRICTION
13+

Snapchat is a messaging app which allows users to send images, videos and texts to others. Its best-known feature is that anything sent 'disappears' 24 hours after it's been viewed; however, users are known to take screenshots or use another device to obtain a photo of their screen. In 2023, Snapchat added a chatbot function called 'My AI'.

SNAP STREAK
97
DAYS

WHAT ARE THE RISKS?

ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

PREDATORS AND SCAMS

Predators can exploit Snapchat's disappearing messages by, for example, telling a user they have naked photos of them and will post them unless they're paid. Snapchat's own research found that 65% of teenagers had experienced this – on this app or others. This likely isn't helped by 'SnapMaps' – a feature which highlights your exact position in real-time. This is meant to help friends keep track of each other, but could be used for more sinister reasons.

MY EYES ONLY

Snapchat has a hidden photo vault called 'My Eyes Only'. Teens can conceal sensitive photos and videos from parents and carers in this folder, which is protected by a PIN. You can check for this by clicking on the icon which looks like two playing cards. This takes you to the 'Memories' folder which stores photos, stories and the My Eyes Only folder.

SCREEN TIME ADDICTION

Snapchat prioritises user engagement, with features like streaks (messaging the same person every day to build up a high score). The app also has sections called 'Discover' and 'Spotlight', which show tailored content to each user. However, this could also be seen as an attempt to hook users into watching videos endlessly. Furthermore, constant notifications can lure people into using the app.

INAPPROPRIATE CONTENT

Some content on Snapchat simply isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body image expectations – creating feelings of inadequacy in younger users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

Advice for Parents & Educators

UTILISE PARENTAL CONTROLS

Snapchat's 'Family Centre' lets you view the details of the child's account – their friends list and who they've spoken to in the last week – and report any concerns. You must invite a child to the Family Centre for them to join. To keep the child's location hidden on the app, go into settings and turn on 'Ghost Mode' and 'Hide Live Location', and ensure they know not to share their location with anyone.

BLOCK AND REPORT

If a stranger *does* connect with a child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, the child can tap the three dots on that person's profile and report or block them. There are options to state why they're reporting that user – such as annoying or malicious messages, spam or masquerading as someone else.

FAMILIARISE YOURSELF

Before you allow a child to download Snapchat, download it yourself and familiarise yourself with the app. Snapchat has produced a parents' guide to the app to help you understand how it works and any protections they have in place. A link for this can be found in the sources below.

ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. For example, discuss My AI's responses to questions and how reliable they are. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

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.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/snapchat-2021>