

SUMMER 1 – WEEK 3

What a great view of Dartmoor our Ten Tors team had last weekend! We are very proud of all the learners who completed the Jubilee Challenge, walking 8 miles and camping out overnight. Huge thanks to the Outdoor Ed team and other staff who supported the event.

Back in school, exam season has started. Many of our older learners have been working hard and sitting GCSE exams, which continue next week and after half term until mid-June. While exams are going on, we would ask everyone in school to be considerate of this, particularly when it comes to noise levels.

If your child is taking exams this summer, please ensure that you have a copy of their exam timetable (available from the office) so that they can arrive in good time and have a calm start to their exam.

Headteacher's Award



This week the Headteacher's Award goes to **Billy**

for patience in spite of disruption, and being a fantastic sports leader!

Dates for the diary

Last day of this half term:
Friday 23rd May
Summer Fair: Friday 27th June
4-6pm

HIGHLIGHTING UNIFORM

We would appreciate the cooperation of parents and carers to ensure that all learners are wearing correct uniform for school.

Key features of our uniform policy:

- Plain black, navy or dark grey trousers/shorts/skirt - jogging bottoms or leggings are acceptable, but must be **UNBRANDED**
- Plain white t-shirt or shirt - **NO CROP/REVEALING/TIGHT TOPS PLEASE**
- Black, navy or dark grey jumper/cardigan - **NO HOODIES PLEASE**
- Black shoes or trainers

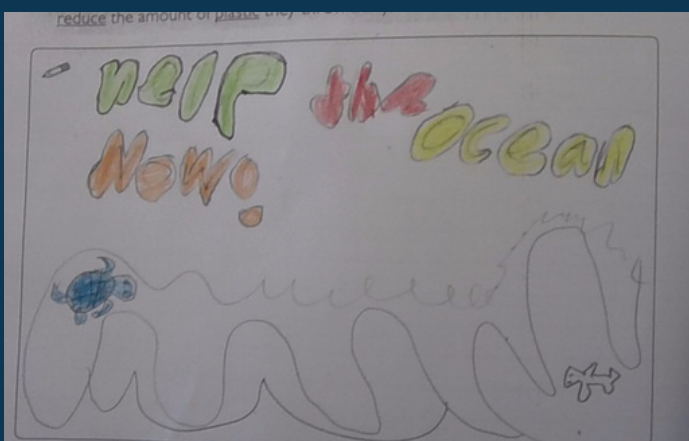
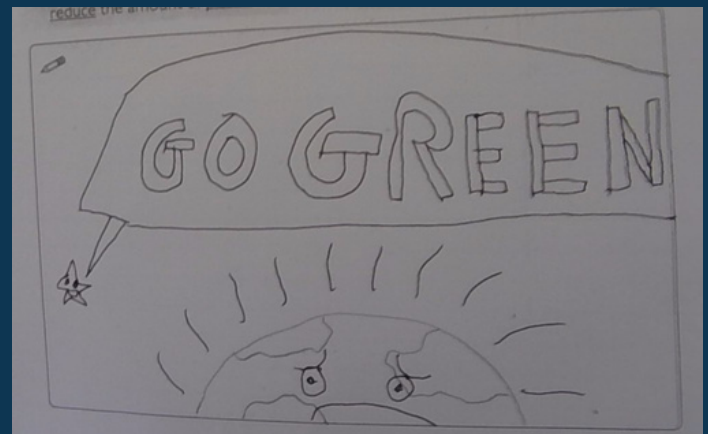


Great examples here from Ruby-Mae and Marcus!

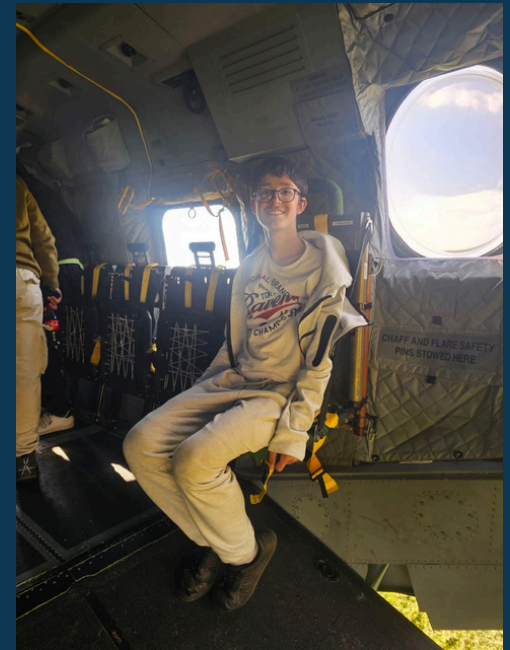
Please ensure that your child's uniform follows these guidelines and is suitable- shorts and skirts should be an appropriate length (not too short please!).

OLIVE CLASS WORK

For our ASDAN Personal Development course Olive class begun to explore climate change and accessible ways we can help at home. These are some catchy little adverts produced by Rosie, Arran and Daylun to encourage people to reduce, re-use and recycle.



TEN TORS JUBILEE CHALLENGE



Twelve of our learners took part in the Ten Tors Jubilee Challenge event last weekend. They had a brilliant time camping out together, experiencing increased independence and a great sense of achievement on completing the walk.

There was a great atmosphere at the camp, where we were joined by Merlin helicopters and other military vehicles. Daylun and Cameron had fun exploring them!

Well done to everyone involved!



THERAPY FOCUS

Do you have a favourite pen to write with or a favourite item of clothing? It's your interoceptive sense telling you that it's your favourite! It just feels right!

We practice interoception as part of our school curriculum. Paying attention to what we are feeling inside helps us to know ourselves better – physically and emotionally, and helps us to take action, for example.. I feel hot, I feel uncomfortable, I take off my jumper. Interoceptive skill also increases our ability to manage our emotions, for example.. I feel a sinking feeling in my tummy, I'm a bit scared, I can go and talk to someone.

You can practice interoception at home in lots of small ways. Modelling your own interoceptive skills in a real world, authentic way is great – e.g. 'I'm feeling really hot and uncomfortable– I'm going to take off my jumper!' or perhaps 'I'm feeling a bit tight in my body, I'm feeling stressed, I'm going to take a breath!'

Here are some prompts that you can use with your children and questions to go with them if its helpful...I wonder if that feels comfortable, uncomfortable or something else?
I wonder what you notice in your body when you do that?

Hugging a loved one	Driving in the car	After active play/ exercise	Going outside in the cold	After coughing	Playing on playground	Carrying a heavy load	Breathing with favorite toy on belly
During tickle time	Getting a massage	Watching TV	At bedtime	Reading a book	Blowing a whistle or instrument	Blowing Bubbles	Laying under lots of blankets

Idiom & word of the week for Summer Term 1, week 4

Idiom of the week

Breadwinner

The primary member of a household who earns money to support their family.

Origin

Dating back to the 17th century, this word came from bread being a staple food for many cultures, so being able to buy bread came to represent providing for others.

How to use it?

Traditionally, men have been the breadwinners in most families, but this is starting to change.



Word of the Week

Destitute

Adjective

Extremely poor.

Example

The charity cares for **destitute** children.

His business failures left him **destitute**.

Synonyms

Penniless
Impoverished



Our Values **MAGDALEN**
Stars of the Week COURT SCHOOL



Respect
&
Resilience

Health
&
Happiness

Kindness
&
Independence

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

Larch

Poorni for being kind to her peers in class

Juniper

Devon for showing respect and acceptance of all people and being supportive

Elm

Finley D for his efforts managing organisation

Oak

Evan for showing fairness and sportsmanship

Olive

Rosie for her amazing support and guidance during Ten Tors

Beech

Phoebe for praising, supporting and sharing helpful advice with her peers

Holly

George for being considerate of those around him, including Milo and the fish!

Hazel

Ella for consistent kindness and compassionate support of others

Maple

Kai for supporting his team on the Jubilee Challenge

Birch

Alby for being supportive of our new student

Ash

Leo for being inclusive and kind to all, especially his classmates

Aspen

Callum for being kind to all and including everyone

Lime

Camron-Jon for being a positive member of Lime class

FOOD TECH

We had a very successful week in the Food Tech department with many learners completing assessment coursework and KS2 & KS3 classes producing some fabulous food. Learners in Larch made a chickpea and mushroom curry, some learners tried mushrooms again and enjoyed them. We watched a short video about some mushroom growers and discussed the unique nutritional value of mushrooms, naturally high in vitamin D, vital to supporting your immune system and growing healthy bones. Birch class produced a classic spaghetti carbonara working on the hobs semi-independently, great work chaps. Learners in Ash and Oak prepared lamb koftas, served with warm pittas and homemade Tzatziki from scratch. Both groups are developing their awareness for food safety when handling and preparing raw meat. Groups; Elm, Aspen and Beech produced some delicious Lamb Rogan Josh curry complete with a side of rice. Learners completing BTEC Level 1 assessment started writing recipe cards for their selected recipe. We discussed the value of passing and sharing cooking skills with others and how recipe cards are very useful for when meal planning and writing shopping lists. Learners in Olive class have been focusing on completing assessment questions and some enjoyed preparing a lamb curry also. Groups Hazel and Maple have prepared a barbeque style sweet potatoes and wrote skills records for last weeks recipe BBQ spare ribs. Learners in Lime and Holly have either been working on their recipe cards (Level 1) or making good use of the time completing additional revision for exams now their Level 2 coursework is complete.

Next week, Larch class will practice making vegetarian sausages with a red onion relish. Birch class will make a beef bolognese. Ash and Oak will prepare vegan kofta using the food processors. Elm, Aspen and Beech will prepare turkey burgers. Level 1 learners in Alley house, Juniper & Maple will prepare their selected recipe another time with a focus on gathering photographic evidence of the cooking methods being used ready for their write ups.





SUMMER 1 - WEEK 4



MONDAY

Chemistry exam AM

Outdoor Education
Birch & Larch

Food Tech
Elm & Aspen
Turkey burgers
Ash
Vegan kofta
Alley House
Selected recipes

TUESDAY

Computer science PM

Outdoor Education
Beech, Oak & Ash

Food Tech
Larch
Vegetarian sausages
Birch
Bolognese

WEDNESDAY

Outdoor Education
Elm, Aspen & Juniper

Food Tech
Oak
Vegan kofta

THURSDAY

Physics exam AM

Outdoor Education
Hazel & Maple

Food Tech
Juniper
Selected recipes

FRIDAY

English exam AM

Outdoor Ed
Lime, Holly & Olive

Food Tech
Beech
Turkey burgers
Maple
Selected recipes

Safeguarding

This week's safeguarding focus is on online friendships. On the next page you'll find a guide with helpful information and advice to support parents and carers with this topic.

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

What Parents & Educators Need to Know about MAKING FRIENDS ONLINE

In today's digital world, it's increasingly common for children to form friendships with people they've never met in person. While online connections can offer children a sense of belonging, they also carry significant risks. Around 19% of children aged 10 to 15 in England and Wales have chatted online with someone they've never met face to face. This guide offers expert advice for parents and educators on helping children navigate online friendships safely.

WHAT ARE THE RISKS?

ONLINE GROOMING THREATS

Predators can use games, chat apps or social media platforms to build relationships with children and gain their trust. This may quickly develop into grooming or exploitation. Between April 2017 and March 2023, UK police recorded nearly 34,000 online grooming offences – an 82% increase in just five years.

EXPOSURE TO INAPPROPRIATE CONTENT

Children may encounter distressing or explicit material while interacting with online contacts – especially via TikTok, Instagram or Snapchat. This is evidenced in a survey by the Children's Commissioner for England, which found that 45% of children aged 8 to 17 had seen content online that made them feel uncomfortable, worried or upset.

PRIVACY AND DATA RISKS

Children and young people often overshare personal details – such as where they live or go to school – without understanding the consequences. In fact, 4.4% of 10 to 15-year-olds in the UK have met up in real life with someone they'd only spoken to online.

COMPROMISED PERSONAL SAFETY

Meeting an online 'friend' in real life risks placing a child in serious danger. From abduction to coercion, the consequences can be devastating. Reports of children being harmed after such meetings are becoming increasingly common in the UK, highlighting the need for safeguarding intervention.

PSYCHOLOGICAL DISTRESS

Online harm – such as cyberbullying, grooming or exposure to disturbing content – can lead to long-term emotional issues, including anxiety, depression and PTSD. 'Sextortion' gangs, who threaten to release sexual information about a person unless they pay them money, have reportedly targeted children as young as 11, leaving them traumatised and ashamed.

LONG-TERM REPERCUSSIONS

Children exposed to harmful online relationships early on may develop unhealthy beliefs about relationships, consent, or self-worth. In a recent case, a 26-year-old posed as a girl on Snapchat to befriend children aged 10 to 16, manipulating them into sexual activity and causing profound emotional distress. One 12-year-old tragically died by suicide, highlighting the long-term psychological harm online friendships with strangers can cause.

26 FRIENDS ONLINE NOW

Advice for Parents & Educators

TEACH SAFE ONLINE HABITS

Help children understand how to use privacy settings, protect their personal information, spot fake profiles, and report anything suspicious or concerning, like pressure tactics. Encourage them to think critically about what they share – and whom they're talking to.

KEEP CONVERSATIONS OPEN

Let children know they can talk to you about their online life. Avoid reacting with anger or judgement, as this may prevent them from opening up in the future. A child who feels listened to is more likely to disclose problems before they escalate.

ENCOURAGE REAL-WORLD CONNECTIONS

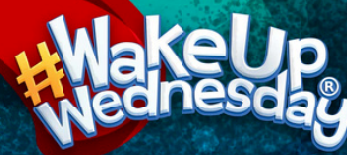
Support children in building friendships through school, clubs, hobbies and activities in the real world. Strong offline relationships help reduce children's reliance on online platforms for social interaction, and can help them develop resilience and social confidence.

USE PARENTAL CONTROLS

Parental control settings on devices, games and apps can help manage screen time, filter out inappropriate content, and monitor activity. While no system is perfect, they provide a valuable layer of protection as children explore digital spaces.

Meet Our Expert

Gabriella Russo is a safeguarding consultant with over 30 years' experience in supporting children, families, and adults across education, local authority, and mental health settings – both in the UK (including at Parliamentary level) and internationally.



The National College