



## SUMMER 2 – WEEK 4

We've had lots of fun this week, with many of our learners enjoying a trip to Woodlands!

Back at school we've had a number of visiting speakers introducing us to their careers. It has been really helpful and insightful for our learners, who have asked some great questions and engaged really well with the Careers week talks.

We now start transitioning towards September, with students and parents/carers being told about new classes and teachers today - please see some more details below.

This afternoon we are holding our Summer Fair, and looking forward to seeing many of you there!

## Headteacher's Award



This week the Headteacher's Award goes to  
**Emmerson-Lee**  
for fantastic engagement with this week's careers talks.

**Special mention:**  
**Jack P & Seth** for all their hard work helping to move into our new library!

### Dates for the diary

Sports Day: Wednesday 9<sup>th</sup>  
July

# TEACHERS 2025-6



**ELLIOTTE  
ASH CLASS**



**HEATHER  
ASPEN CLASS**



**RAFF  
BEECH CLASS**



**KATE  
BIRCH CLASS**



**ALEX F  
ELM CLASS**



**ADAM  
HAWTHORN CLASS**



**TOM G  
HAZEL CLASS**



**WAYNE  
HOLLY CLASS**



**JUSTINE  
JUNIPER CLASS**



**TOM F  
LARCH CLASS**



**STEPH  
LAUREL CLASS**



**DAVID  
LIME CLASS**

# TEACHERS 2025-6



**BEN**  
**MAPLE CLASS**



**ALEX S**  
**OAK CLASS**



**JOE**  
**PALM CLASS**



**HELEN**  
**ROSEWOOD**



**ROXY**  
**SYCAMORE CLASS**



**LOUISE**  
**VARIOUS - COVER**

# OTHER NEW STAFF



**STEVE**  
**OUTDOOR ED**



**ELLIOT**  
**P.E.**

# FOOTBALL TOURNAMENT

On Thursday we took 2 teams of mixed boys/girls to play in the final football tournament of the year, which was for years 6/7. Both teams were amazing and managed to come away with 3rd and 4th place!

Players of the tournament- Finlay Vernon and Tommy Long

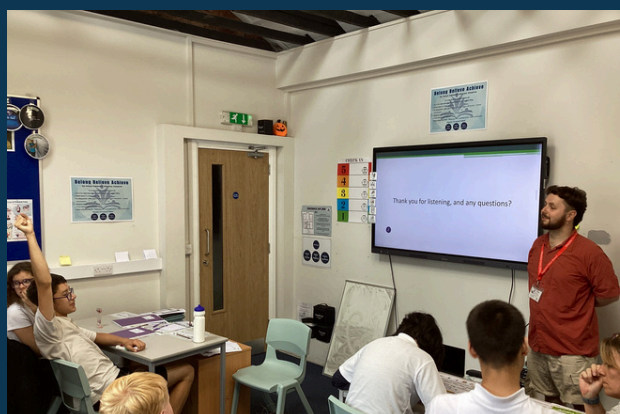
Special mention- Phoebe Kennedy for putting in a brilliant performance in her first tournament and even managing to score!



# CAREERS WEEK

We had visits this week from a number of companies and individuals to talk about careers in different fields of work, including the Police, Bluebird Care, a farmer, and a hairdresser.

We've had a great time learning about all these wonderful professions and exploring future options for our learners!





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



Respect  
&  
Resilience

Health  
&  
Happiness

Kindness  
&  
**Independence**

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

**Larch**

Aleks for independently communicating using her writing.

**Olive**

Eve for taking care of herself and thinking about her wellbeing.

**Juniper**

Nathan for completing assessments independently and with resilience.

**Beech**

Phoebe for attending both Outdoor Ed and a football tournament off site this week!

**Oak**

Freddie for settling in so well at MCS!

**Hazel**

Isabel B for showing initiative and determination this week.

**Birch**

Louie for participating and showing great sportsmanship.

**Ash**

Leo for confidently initiating work without prompting.

**Lime**

Maisey C for bravely demonstrating her musical talents.

**Holly**

Jaylee for being independent, managing changes in her life well.

We've had another fabulous week in the Food Tech department, with so many learners preparing delicious homecooked food. In Larch class learners have made more dips using fresh ingredients. Birch class prepared some super pinwheel sandwiches with meat and vegetarian fillings, the cream cheese mixed with pesto was a real hit. Ash and Oak classes prepared a vegetable soup following their end of term evaluations. Learners in Elm, Beech and Aspen made a savoury rice dish, with onion, pepper mushroom and curry powder. Learners in Alley house and Juniper have continued to finish off coursework for their Level 1 assessments. Learners in Hazel, Maple and Holly made a fantastic salad nicoise recipe, consolidating learning on preparing a dressing, cooking new potatoes, preparing salad leaves and hard-boiling eggs. Some Level 1 learners in Maple class have completed their Level 1 final assessments, really well done!

Next week, learners will change into their new groups and remain on their existing curriculum for the final two weeks. Learners in Hawthorn and Sycamore class will be preparing their designer dips and vegetable dippers. Laurel, Larch and Aspen classes will prepare a tomato chutney, if learners would like to bring a small 300ml jar to put the chutney in ready for home then please do so but we will have some spare. Learners in Oak and Juniper will make a classic ratatouille recipe with tomato, aubergine, pepper and courgette. Classes Beech, Ash, Elm and Alley house will prepare Dutch apple cakes. Classes Birch, Holly and Lime will continue making salads and will prepare a herby orzo and lemon salad. Classes Maple and Hazel will either be completing BTEC Assessment coursework or final practical recipes and some learners will be making mini fruit cheesecakes.



# NEXT WEEK



Note that these refer to learners' **new** class names!

## NEXT WEEK



MONDAY	TUESDAY	WEDNESDAY
<b>Outdoor Ed</b> Hawthorn, Laurel & Sycamore	<b>Outdoor Ed</b> Larch, Aspen, Oak, Juniper	<b>Outdoor Ed</b> Elm, Beech & Ash
<b>Food Tech</b> Aspen Ash	<b>Food Tech</b> Beech Sycamore Elm	<b>Food Tech</b> Lime Alley House Juniper

THURSDAY	FRIDAY
<b>Outdoor Ed</b> Hazel & Maple	<b>Outdoor Ed</b> Lime, Holly & Birch
<b>Food Tech</b> Laurel Larch Oak	<b>Food Tech</b> Hazel Maple

## IDIOM & WORD OF THE WEEK: WEEK 5

### Idiom of the week

#### Seal the deal

To finalise or confirm an agreement.

#### Origin

In the Middle Ages, when not many people could write, contracts weren't signed, they were 'sealed' with a wax seal and stamped with the person's initials or a special ring.

#### How to use it?

I wasn't sure about buying the car at first, but when they offered a free upgrade, that sealed the deal!



### Word of the Week

#### Obliterate

#### Noun

To remove all sign of something, to destroy it completely.

#### Example

The city was completely obliterated by the bombing.

The clouds were so dark they obliterated the sun altogether.

#### Synonyms

Wipe out  
Annihilate  
Eradicate



**SUMMER**  
**ACTIVITY CAMPS**

£15 PER DAY

WONFORD SPORTS CENTRE

28<sup>TH</sup> JULY - 1<sup>ST</sup> AUG  
4<sup>TH</sup> AUG - 8<sup>TH</sup> AUG  
11<sup>TH</sup> - 15<sup>TH</sup> AUG

12PM - 4PM  
5 - 14 YEARS

DELICIOUS LUNCHES AND SNACKS

FUN SPORTS LIKE FOOTBALL, DODGEBALL, AND MORE!

SUMMER CRAFTS

BOOK ONLINE AT [HTTPS://TINYURL.COM/2AMMFTB4](https://tinyurl.com/2ammftb4)  
OR SCAN THE QR CODE.

**MAGDALEN**  
COURT SCHOOL



## SUMMER ACTIVITIES

Please check out these providers: Lifeworks and Wonford Sports Centre - who also have funded places for those who qualify for free school meals.

Sensory Integration Education have produced a great toolkit for the Summer, with helpful tips and ideas for supporting SEND children with Summer Holiday activities, check it out on our website in the Parents area under 'Support for Pupils & Families'!

## LIFEWORKS

### SUMMER PROGRAMME

Welcome to Our Summer programme!

28-29-30-31 July  
4-5-6-7 Aug  
11-12-13-14 Aug  
18-19-20-21 Aug

10am to 4pm  
Ages 11-30

Cost per session  
£80 1:4 support  
£135 1:1 support

Detailed daily programme to follow

**SUMMER PROGRAMME**

Cooking & Baking

Socialising

Art, Craft,

Trips Out

LET'S GO ADVENTURE

Music/Sound Therapy

Lego Robot Wars

Gardening

Sports

and much, much more!!!!

For a registration package and booking sheet contact:  
Day Services,  
Dartington, T09 6JD  
Tel: 01803 865075 or email [admin@lifeworks-uk.org](mailto:admin@lifeworks-uk.org)

## Safeguarding

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

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

## 10 Top Tips for Parents and Educators

# FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

### 1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.

### 2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.

### 3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.

### 4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.

### 5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.

### 6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.

### 7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.

### 8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.

### 9 RECOGNISE EFFORTS REGULARLY

Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.

### 10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are swiftly and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

## Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.



#WakeUpWednesday®

The National College®

Source: See full reference list on guide page at: [nationalcollege.com/guides/fostering-a-sense-of-belonging](https://nationalcollege.com/guides/fostering-a-sense-of-belonging)