

ISSUE 23

WEEK ENDING 19.04.2024

Longdon

Weekly Bulletin



LEADERSHIP MESSAGE

Our focus on World Art Day at the start of the week was an excellent opportunity to celebrate the power of art and think about the importance of the wider arts in all our lives. As a school we are highly supportive of our pupils' artistic development and we encourage our pupils to develop their creative skills alongside their academic learning.

Many of our older pupils have been taking assessments as part of the summer examination series and we wish them all the very best of luck as they work towards their final goals in these qualifications.

We wish you a peaceful and happy weekend.

Peter, Charlotte, Rob, Steph and Siân

E-SAFETY TIP — YouTube

This week's online safety guide focuses on YouTube. It highlights a number of risks such as connecting with strangers, inappropriate content and high visibility.



YouTube is a video-sharing social media platform that allows billions of people around the world to watch, share and upload their own videos with a vast range of content – including sport, entertainment, education and lots more. It's a superb space for people to consume content that they're interested in. As a result, this astronomically popular platform has had a huge social impact: influencing online culture on a global scale and creating new celebrities.

In the guide below, you'll find tips on avoiding potential risks such as connecting with strangers, inappropriate content and high visibility.

Rachna

CURRICULUM UPDATE – PRIMARY

KT class enjoyed their first trip to the farm on Monday. They learnt how to handle animals safely and then had the opportunity to feed the lambs and calves. KTo class also made puppets and a puppet theatre in art then performed a Punch and Judy show.



Karen

CURRICULUM UPDATE—KS4 FOOD

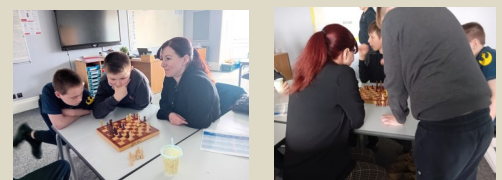
Y10s Tom and Evan have worked really hard and created great dishes for their BTEC mock practical assessment.



Siân

LUNCH CLUB— CHESS

This week a lovely game of chess had taken place in SMi Class. During Chess club this week, we have focused on strategic thinking for plays and building confidence in the students as they play.



Blanna

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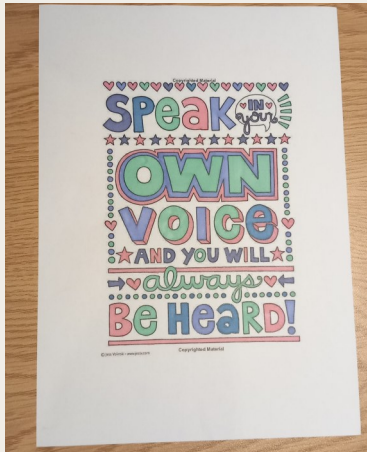
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SMSC FOCUS



We have had quite a lot going on this week acknowledging World Art Day in our assembly on Monday morning tying in job of the week which is an illustrator. Tuesday was World Voice Day, thank you to Kacey who provided some super facts about our voice and a fun activity that we can do for warming up and looking after our voices at the start of each day. April is also stress awareness month so during form time we have been looking at how we recognise symptoms of stress in ourselves and others and determining which activities can help us relieve that stress.



Siân

CURRICULUM UPDATE— KS3 FOOD

We have had a theory lesson this week in KS3 looking at the difference between a food allergy and a food intolerance. Students have learnt what signs and symptoms to look out for and the impact it can have on an individual's daily life.

If you take your young person shopping with you over the weekend, ask them to see if they can identify the allergens on the food packaging. Next week we will be making a family favourite but using products that you would use if you have a food allergy or intolerance to see if it impacts on the taste or quality of the dish.

Siân

CLINICAL UPDATE

Thank you to everybody who attended the clinical coffee morning this week. We hope this gives you insight into the different sort of groups that the clinical team run. These are different to the lunchtime activities which are ran by school.

Self esteem and anxiety groups will begin in the next week or two - those that have attended so far have enjoyed painting their masks to represent 'how people see me'. Next week it will explore 'how i see myself' as they decorate the inside of their mask.



The group will cover the following points over the next few weeks:

- what is anxiety
- understanding your emotions
- how to control negative automatic thinking
- identity work
- positive self talk
- power of affirmations
- Mindfulness
- self regulation resources such as thought diaries.

Examples of thought diaries and wellness activities will be posted on Dojo for you to access at home.

Have a great weekend!

The Clinical Team

LUNCH MENU

The schools lunch menu for next week will be the usual offering of Jacket Potatoes, hot/cold Baguettes and Salad Bar alongside:



Monday – Chicken stir fry / Veggie stir fry

Tuesday – Mac & Cheese & Corn on Cob

Wednesday – Roast Beef, Yorkshire Pudding, Roast Potatoes & Veg

Thursday – All day Breakfast

Friday – Fish and Chips

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CURRICULUM UPDATE—ENGLISH

Yesterday, pupils in Y10 took part in a practical English lesson on Thursday as part of their study of William Golding's 'Lord of the Flies.' After reading the chapter 'Fire on the Mountain,' pupils explored some of the techniques the boys on the island used to light the fire and create more smoke with the aim of getting themselves rescued! We also had some fun making and eating classic campfire snacks.



Victoria

SAFEGUARDING UPDATE

The ability to regulate our emotions should not be presumed, emotional regulation is a skill and needs to be learned, sometimes through explicit instruction. Some children experience very [intense emotions](#). Recognising your own [emotions](#) and identifying effective strategies for managing these is a key skill for any child. Children who require additional skill teaching around managing their own emotions systems such as [emotion works](#) and [Zones of Regulation](#) are great.

Top Tips for Teaching Emotional Regulation.

- Use emotional vocabulary all the time- identify and name the emotion you see or feel.
- The context of the emotion is as important as the behaviour that stems from it
- Link [known triggers](#) to functional responses.
- Give emotional regulation time to work (At least a fortnight of consistent application)
- You need to be the child's emotional brake when teaching these skills.

Steph

CURRICULUM UPDATE— KS4 FOOD

I am so proud to say a huge congratulations to our KS4 students Kai, Cameron, Kaitlyn and Millie-Su who have all passed the practical element of their BTEC Home Cooking Skills Level 1. They all worked so hard to create and present their dishes and I'm sure you'll agree they look fantastic and they tasted great too!



Siân

CURRICULUM UPDATE—DofE

Today the Y10 boys had a trip to Cannock Chase working together to collect wood for them to build an effective den. Well Done boys!



Chloe

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What Parents & Carers Need to Know about YOUTUBE

YouTube is a video-sharing social media platform that allows billions of people around the world to watch, share and upload their own videos with a vast range of content – including sport, entertainment, education and lots more. It's a superb space for people to consume content that they're interested in. As a result, this astronomically popular platform has had a huge social impact: influencing online culture on a global scale and creating new celebrities.

INAPPROPRIATE CONTENT

YouTube is free and can be accessed via numerous devices, even without creating a YouTube account. Some content is flagged as 'age-restricted' (requiring the user to be logged into an account with a verified age of 18), but children can still view some mildly inappropriate material. This can include profanity and violence, which some young users may find upsetting.

CONNECT WITH STRANGERS

YouTube is a social media platform which allows people to interact with other (usually unknown) users. Account holders can leave comments on any video they have access to, as well as messaging other users directly. Connecting with strangers online, of course, can potentially lead to children being exposed to adult language, to cyberbullying and even to encountering online predators.

SUGGESTED CONTENT

YouTube recommends videos related to what the user has previously watched on their account, aiming to provide content that will interest them. This is intended to be helpful but can also lead to binge-watching and the risk of screen addiction, especially if 'auto-play' is activated. Users without an account are shown popular videos from the last 24 hours, which might not always be suitable for children.

HIGH VISIBILITY

Content creators can also be put at risk – especially young ones who try to make their online presence as visible as possible. Creating and uploading content exposes children to potential harassment and toxicity from the comments section, along with the possibility of direct messaging from strangers. Videos posted publicly can be watched by anyone in the world.

TRENDS AND CHALLENGES

YouTube is teeming with trends, challenges and memes that are fun to watch and join in with. Children often find these immensely entertaining and might want to try them out. Most challenges tend to be safe, but many others may harm children through either watching or copying. The painful 'salt and ice challenge', which can cause injuries very quickly, is just one of many such examples.

SNEAKY SCAMMERS

Popular YouTube channels regularly have scammers posing as a well-known influencer in the comments section, attempting to lure users into clicking on their phishing links. Scammers impersonate YouTubers by adopting their names and profile images, and sometimes offer cash gifts or 'get rich quick' schemes. Children may not realise that these users are not who they claim to be.

Advice for Parents & Carers

APPLY RESTRICTED MODE

Restricted Mode is an optional setting that prevents YouTube from showing inappropriate content (such as drug and alcohol abuse, graphic violence and sexual situations) to underage viewers. To prevent your child from chancing across age-inappropriate content on the platform, we would recommend enabling Restricted Mode on each device that your child uses to access YouTube.

TRY GOOGLE FAMILY

Creating a Google Family account allows you to monitor what your child is watching, uploading and sharing with other users. It will also display their recently watched videos, searches and recommended videos. In general, a Google Family account gives you an oversight of how your child is using sites like YouTube and helps you ensure they are only accessing appropriate content.

CHECK PRIVACY SETTINGS

YouTube gives users the option of uploading videos as 'private' or 'unlisted' – so they could be shared exclusively with family and friends, for example. Comments on videos can also be disabled and channels that your child is subscribed to can be hidden. If your child is only uploading videos that are protected as 'private', they are far less likely to receive direct messages from strangers.

CHECK OTHER PLATFORMS

Influential content creators usually have other social media accounts which they encourage their fans to follow. Having an open discussion about this with your child makes it easier to find out how else they might be following a particular creator online. It also opens up avenues for you to check out that creator's other channels to see what type of content your child is being exposed to.

MONITOR ENGAGEMENT

YouTube is the online viewing platform of choice for billions of people, many of them children. Younger children will watch different content to older ones, of course, and react to content differently. You may want to keep an eye on how your child interacts with content on YouTube – and, if applicable, with content creators – to understand the types of videos they are interested in.

LIMIT SPENDING

Although YouTube is free, it does offer some in-app purchases: users can rent and buy TV shows and movies to watch, for example. If you're not comfortable with your child purchasing content online, limit their access to your bank cards and online payment methods. Many parents have discovered to their cost that a child happily devouring a paid-for series quickly leads to an unexpected bill!

Meet Our Expert

Clare Godwin (a.k.a. Lunawolf) has worked as an editor and journalist in the gaming industry since 2015, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunawolf Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.

