

## **HT Message – Mr. David Jeapes**

We continue to review our morning 'drop off' routine for children in Year 1 to 6. If you have any feedback – please send this to Miss Pippa Andrews, Deputy Head of School (Primary) on:

[Andrews-Pippa@mayfield.portsmouth.sch.uk](mailto:Andrews-Pippa@mayfield.portsmouth.sch.uk)

We will publish any tweaks to this routine next Friday – these will take effect when we return after the half term break.

Please be aware that the additional Bank Holiday to mark Her Majesty The Queen's Platinum Jubilee falls in the May half-term holidays. The DfE therefore asked Local Authorities to decide when this Bank Holiday should take place for their schools. All Portsmouth schools will be closed Tuesday 3 May **which is not a national bank holiday**. Hampshire schools have rescheduled this Bank Holiday for Friday 22<sup>nd</sup> July.

You will be aware that the Prime Minister has indicated that we are likely to see an end to all legal restrictions around managing the COVID outbreak being lifted by the end of this month. Guidance will then be based on 'personal responsibility' rather than legally enforceable. As soon as the DfE publishes revised measures for schools, we will share this with you. However, for the remainder of this half term – please:

- Continue to take regular LFT – where applicable;
- Do not send your child to school if they are displaying symptoms;
- Remind children of the importance of hand hygiene;
- and, most importantly, please do consider getting your child vaccinated – where applicable.

Many thanks for your ongoing support with the above.

## **Covid Vaccinations at Mayfield School on Wednesday 16<sup>th</sup> February 2022**

Second dose covid vaccinations can now be offered to 12–15 year olds and therefore Mayfield School will be hosting the School Immunisation Team on Wednesday 16<sup>th</sup> February 2022. The team would like to offer an opportunity for eligible young people to have their second dose vaccination in school on the above date.

There are also a number of young people in this age group who have not had their first dose and this could be for a number of reasons. They will also offer a first dose vaccination to this group on the above date for those who missed out previously.

Since the last vaccination date in school earlier this year, there will be some young people who have since turned 12 years of age and are now eligible for their first dose – vaccinations will now be offered to this group on the above date.

Parents still have the option of making appointments for their eligible young people via the National Booking System, if they prefer.

Consent forms have been distributed to all eligible students on Thursday 10<sup>th</sup> February and must be returned to Pupil Services by **Monday 14<sup>th</sup> February 3pm**.

### **Free School Meal Vouchers for February Half-term**

Portsmouth City Council and Mayfield School will be providing free school meal vouchers for the February half-term holidays. The vouchers will be worth £15 per eligible child and have been emailed out or posted out on Monday 14<sup>th</sup> February. The emails will appear in your inbox from a company called Edenred.

Please note that pupils in Year R – 2 who receive the universal infant free school meals are not included in this scheme.

### **Primary Lunch Menu**

A new Spring and Summer lunch menu for the Primary section is due to go live when we return after the half-term holidays. This menu is attached with this newsletter.

### **Red Box**

Please be aware that the school is able to help individual pupils and their families with the provision of free sanitary products. If you would like to order these then please use the link below. Also, any pupil in need of these items can get free packs from pupil services, Heads of House Office or Year 5 and 6 toilets.

<https://forms.gle/kLwqegYgDUPbAUqTA>

### **SEN Newsletter**

The SEN and well-being newsletter this half term has info about cold water swimming, Tourette Syndrome and plenty more – and is attached for you to have a read!

### **Head of Seniors – Miss Louise Hillier**

This week a number of our Year 11 pupils have undertaken formal exams in ICT and Travel and Tourism. We were delighted with the way they conducted themselves and it is good for them that they have got a percentage of their qualification already “in the bag”. I heard many positive comments from the pupils about how well they thought it had gone which is fabulous. A reminder that we do have internal exams for Year 11 straight after half-term- a copy of the timetable for that week is on our website [here](#).

The Year 10 football team were victorious on Monday at Crestwood in the Quarter-final, winning 4-2. Well done to them and a big thank you to Mr Campbell for driving them to Eastleigh. Our year 7 team were in action this week at Miltoncross and play again next Monday in Winchester against Kings School- we wish them good luck for that encounter.

Thank you very much to all the parents who attended the Year 8 Parents evening on Thursday. As ever the staff all appreciated the opportunity to talk to you about your children and their progress. If you missed the evening for any reason, please do contact your child’s teacher if you have any questions for them.

Hot Chocolate Friday this week was lovely.

The following students received nominations to attend from their Heads of House:

Victory	Thaibah and Mia
Discovery	Grace and Raela-Belle
Intrepid	Daisy and Grace
Endeavour	Archie and Jessica



What a fabulous group of young people they were- yet again the highlight of my week.

We have one week until half-term as we break up on Friday 18<sup>th</sup> February at normal time. It has been getting colder and slightly wetter so it would be wise for your child to come to school with a suitable outdoor coat to wear. I felt very sorry for the very soggy children we had arrive on Tuesday this week. Thank you for your support with this.

A reminder that if your child is in Years 7 or 8, they should arrive by 8:10am ready for an 8:15am lesson start and if your child is in Years 9, 10 or 11 they should arrive by 8:40am ready for an 8:45am lesson start. We have one or two children who are struggling to get in on time and it would be appreciated if you could help them set their alarms a little earlier every morning. Thank you again for your support in this area.

## Head of Primary – Mrs Fiona Rogers

There are a number of important messages this week for Primary.

Mobile phones – please note that these should not be brought into school unless pupils in year 6 need them for walking to and from school unaccompanied. If mobiles are brought into school, they MUST be either switched off and kept in bags OR handed to their classroom teacher for safe keeping.

Packed lunches – must not contain nuts or chocolate. Please ensure that lunch boxes are in line with the school lunch box policy.

Bikes and Scooters – it is fabulous to see so many children getting out and about on their bikes and scooters on the way to and from school. We are a Bikeability school and require all pupils from every year group to wear a helmet should they wish to bring their bike or scooter onto the school site. Please ensure that your child has appropriate head protection should they bring their bike or scooter to school.

Internet safety – pupils have been given lessons in school around Internet Safety. However, it has been brought to my attention that a number of pupils, especially in years 5 and 6, are accessing inappropriate content and apps when at home. A reminder that children in Primary should not have TikTok, SnapChat or Instagram accounts. These are being used by a minority of pupils to make unkind comments and target others. Please supervise your children to ensure that they are not being a part of this. Some useful guides can be found at the end of this week's Messenger.

World Book Day - arrangements are underway, and a letter will be sent next week. Children will be invited to dress up as their favourite book character on Thursday 3<sup>rd</sup> of March, as part of the celebration.

Messages from year R - This week, Year R have been pondering the question 'Whatever Next?' after reading the story about little bear going on an adventure to the moon. The children have been learning about the planets in our solar system through songs and were very excited to make their own rockets to go to space.



Messages from year 1 - This week in Maths, Year 1 have continued counting in 2s, 5s and 10s and recognising patterns.

In English, we have been busy reporting our news that we have FOUND Dogger! Year 1 pupils got to showcase their reports to other children.

In Science, we discussed the weather in winter and drew our own outfits for what we would wear in this season.



Messages from year 2 - This week Year 2 have enjoyed learning fascinating facts about Queen Victoria, ready to compare with our knowledge of Queen Elizabeth I next week. In maths, we have been working hard diving by 10, 5 and 2. We explored the properties of materials in science this week and tested if we could bend, stretch, squash and twist different objects. In PE, we completed an exciting balance circuit and practised all the skills we have been learning this half term.

Messages from year 3 - This week in Year 3, we have set up a science experiment looking at how water travels through the stem. We are enjoying watching the petals turn different colours. We had a virtual visit from the author Ross Montgomery. We loved finding out about how he wrote his books.



Messages from year 4 - This week we have been writing diaries in English based on the Beowulf story. We have been impressed by the children's language choices and their focus in completing this task. In maths, we have been using counters and number lines to divide including division with remainders. In our Topic lessons we have been learning about healthy diets and planning the bread that we will make. A reminder that you are invited in to taste the bread on Monday 14<sup>th</sup> February at 3.00pm.

We also wanted to remind you that the Minstead trip is fast approaching after half term (Mississippi - Monday 28<sup>th</sup> February - Wednesday 2<sup>nd</sup> March, Danube - Wednesday 2<sup>nd</sup> March - Friday 4<sup>th</sup> March, Yangtze Monday 7<sup>th</sup> March - Wednesday 9<sup>th</sup> March). We sent out a letter a few weeks ago with the final arrangements and a packing list. If you did not get a copy, please see your child's class teacher. The most important thing is that children pack suitable clothes as we will be outside in all weathers. This will need to include wellies and a waterproof coat. Please also ensure that any medicines are given to the class teacher on the morning of the trip in an envelope with specific instructions.



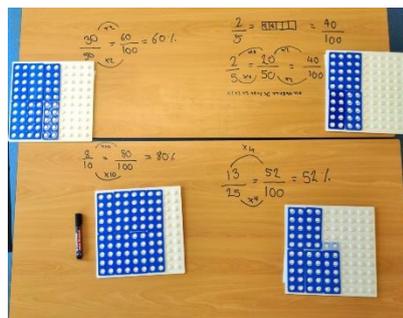
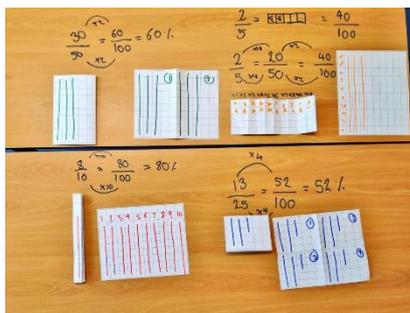
Messages from year 5 - Year 5 have been busy with Bikeability this week! They have been extremely resilient learning new skills and how to be aware of their environment when on the road. They should all be very proud of themselves!

In Maths, Year 5 have been learning how to convert improper fractions into mixed numbers - please see their homework this week for how this works.

In English, Year 5 have written some fantastic narratives! This included editing and publishing them too.

In Science, Year 5 visited the senior lab rooms and carried out an exciting experiment. They created a chemical reaction which had an irreversible change!

Messages from year 6 - Year 6 have enjoyed developing their understanding of percentages this week. They enjoyed building them and then converting them between decimals and fractions too. In writing they have been writing explanation texts about how the light saber works and its role within the Star Wars universe. In art, the children continued to evaluate and improve their sketches of Hokusai's wave, ready for showing parents next week.



# What Parents & Carers Need to Know about

# TIKTOK

AGE RESTRICTION  
**13+**

TikTok is a video-sharing social media app which lets people create, view and download looping 15-second clips. Typically, these are videos of users lip-syncing and dancing to popular songs or soundbites (often for comic purposes), enhanced with filters, effects and text. Designed with young people in mind, TikTok skyrocketed in popularity in 2019 and has featured near the top of download charts ever since. It now has around a billion users worldwide.

## AGE-INAPPROPRIATE CONTENT

Most videos appearing on a child's feed are light-hearted and amusing. However, some clips have been reported for featuring drug and alcohol abuse, themes of suicide and self-harm, or young teens acting in a sexually suggestive way. The sheer volume of uploads is impossible to moderate entirely – and since TikTok Jump's introduction in mid-2021, users can view third-party content outside the app.

18

CENSORED

## EXPLICIT SONGS

TikTok primarily revolves around videos of users lip-syncing and dancing to music. Inevitably, some featured songs will contain explicit or suggestive lyrics. Given the app's young user-base, there is a risk that children may view older users' videos and then be inclined to imitate any explicit language or suggestive actions.

W&#\*!

## TIKTOK FAME

The app has created its own celebrities: Charli D'Amelio and Lil Nas X, for example, were catapulted to fame by exposure on TikTok – leading to many more teens attempting to go viral and become "TikTok famous". While most aspiring stars hoping to be 'the next big thing' will find it difficult, setbacks may in turn prompt them to go to even more drastic lengths to get noticed.



## HAZARDOUS VISIBILITY

Connecting with others is simple on TikTok – including commenting on and reacting to users' videos, following their profile and downloading their content. The majority of these interactions are harmless, but – because of its abundance of teen users – TikTok has experienced problems with predators contacting young people.

## ADDICTIVE NATURE

Like all social media, TikTok is designed to be addictive. It can be hugely entertaining – but that also makes it hard to put down. As well as the punchy nature of the short video format, the app's ability to keep users intrigued about what's coming next mean it's easy for a 5-minute visit to turn into a 45-minute stay.

## IN-APP SPENDING

There's an in-app option to purchase 'TikTok coins', which are then converted into digital rewards for sending to content creators that a user likes. Prices range from 99p to an eye-watering £99 bundle. TikTok is also connected with Shopify, which allows users to buy products through the app.

## Advice for Parents & Carers

### TALK ABOUT ONLINE CONTENT

Assuming your child is above TikTok's age limit, talk to them about what they've viewed on the app. Ask their opinion on what's appropriate and what isn't. Explain why they shouldn't give out personal details or upload videos which reveal information like their school or home address. In the long run, teaching them to think critically about what they see on TikTok could help them to become social-media savvy.

### MAINTAIN PRIVACY SETTINGS

The default setting for all under 16s' accounts to 'private'. Keeping it that way is the safest solution: it means only users who your child approves can watch their videos. The 'Stitch' (which lets users splice clips from other people's videos into their own) and 'Duet' (where you build on another user's content by recording your own video alongside their original) features are now only available to over 16s. This might clash with your child's ambitions of social media stardom, but it will fortify their account against predators.

### LEARN ABOUT REPORTING AND BLOCKING

With the correct privacy settings applied, TikTok is a relatively safe space. However, in case something does slip through, make sure your child knows how to recognise and report inappropriate content and get them to come to you about anything upsetting that they've seen. TikTok allows users to report anyone breaching its guidelines, while you can also block individual users through their profile.

### ENABLE FAMILY PAIRING

'Family Pairing' lets parents and carers link their own TikTok account to their child's. Through your mobile, you can control your child's safety settings remotely – including limiting screen time, managing their ability to exchange messages (and with whom) and blocking a lot of age-inappropriate content. TikTok's Safety Centre also provides resources for parents and carers to support online safety among families. These resources can be found on their website.

### USE RESTRICTED MODE

In the app's 'Digital Wellbeing' section, you can filter out inappropriate content (specific content creators or hashtags, for instance) using 'Restricted Mode'. This can then be locked with a PIN. You should note, though, that the algorithm moderating content isn't totally dependable – so it's wise to stay aware of what your child is watching.

### MODERATE SCREEN TIME

As entertaining as TikTok is, you can help your child to manage their time on it in the 'Digital Wellbeing' section. Under 'Screen Time Management', you can limit the daily permitted time on the app (in increments ranging from 40 minutes to two hours). This preference can also be locked behind a PIN. That way, your child can get their regular dose of TikTok without wasting the whole day.

## Meet Our Expert

Parven Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of Kids N Clicks: a web resource that helps parents and children thrive in a digital world.



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SOURCES TikTok.cpm

# What parents need to know about INSTAGRAM

Instagram is a hugely popular social networking app with over 1 billion users worldwide. The app, which is accessible on iOS and Android devices, allows users to upload images and videos to their feed, create interactive 'stories', exchange private messages or search, explore and follow other accounts they like. Images and videos can be transformed with an array of filters to edit the shot before sharing and anyone with an account can see others' online 'galleries' if their account is not private. To make posts easier to find, users can include searchable hashtags and captions to their uploads. That's why we've created this guide to help parents and carers understand exactly what Instagram is about.

AGE RESTRICTION

**13+**

Anyone over the age of 13 can create an account

LOCATION

#HASHTAG

## HOOKED ON SCROLLING

Many social media platforms, Instagram included, have been designed in a way to keep us engaged on them for as long as possible. Behavioural economist, Nir Eyal, calls this the 'Hook Model' and the Instagram feed is a great example of this. Children and adults may find themselves scrolling to try and get a 'dopamine release'. Scrolling may become addictive and it can be difficult to stop until children find that 'something' they are looking for, quickly losing track of time as they get deeper into their Instagram feed.

## SLIDING INTO DMS

Direct messages (or DMs) on Instagram allow users to share posts, images, videos, voice messages and calls between each other privately (or in a private group). Even if your child's account is set to private, anybody has the option to message them and send them content. If the person is not on your child's friends list, the message will still be sent to their inbox but the user has to accept their request to see the message.

## INFLUENCER CULTURE

Influencers are sometimes paid thousands of pounds to promote a product, service, app and much more on social media. When celebrities or influencers post such an advert, they should add a disclaimer somewhere in the post which states that they have been paid for it. Commonly, this is well-hidden in the hashtags or in the comments of their post, making it unclear that their photo/video is actually an advert. This can be very misleading to young people who may be influenced into buying/wanting something promoted by somebody they admire, creating a false sense of reality and potentially affecting their mental health and wellbeing.

## IMPACT ON WELLBEING

In a report by the RSPH, Instagram was ranked the worst for young people's mental health. Using filters on photos on Instagram can set unrealistic expectations and create feelings of inadequacy. Children may strive for more 'likes' by using realistically edited photos. Judging themselves against other users on the app might threaten their confidence or self-worth. In early 2019, Instagram banned images of self-harm and suicide, following the suicide of 14-year-old Molly Russell, who had reportedly been looking at such material on the platform. They since extended the ban to include drawings, cartoons and memes.

## LIVE STREAMING TO STRANGERS

Live streaming on Instagram allows users to connect with friends and followers in real-time and comment on videos during broadcast. If your child's account is private, only their approved followers can see their story. It's important to note they may have accepted a friend request from someone they don't know, which means they could be live streaming to strangers. Children also risk sharing content they later regret, which could be re-shared online for years to come. Public accounts allow anybody to view, so we suggest your child blocks followers they don't know. In early 2019, data gathered by the NSPCC found that sex offenders were grooming children on Instagram more than on any other online platform.

## IN-APP PAYMENTS

Instagram allows payments for products directly through the app. It operates under the same rules as Facebook Payments, which state that if you are under the age of 18, you can only use this feature with the involvement of a parent or guardian.

## EXPOSING LOCATION

Public locations can be added to a user's photos/videos and also to their stories. While this may seem like a good idea at the time, it can expose the location of your child. This is particularly more of a risk if it is on their story, as it is real time. A photo which includes landmarks in the area, their school uniform, street name, house and even tagging in the location of the photo uploaded to Instagram can expose the child's location, making it easy to locate them. If their account is public, anyone can access their account and see their location.

## HIJACKED HASHTAGS

Hashtags are an integral part of how Instagram works, but they can come with risks. One person may use a seemingly innocent hashtag with one particular thing in mind, and before you know it hundreds of people could be using the same hashtag for something inappropriate or dangerous that your child shouldn't be exposed to.

## IGTV

Instagram TV (IGTV) works similar to YouTube. Users can watch videos from favourite accounts on the platform or create their own channel and post their own videos. It's important to note anyone can create an Instagram TV channel and doesn't have to be friends with a person to follow an account and watch their videos. In 2018 Instagram apologised and removed some of its TV content which featured sexually suggestive imagery of children. As the feature may encourage spending more time using the app, it's important to set time limits to avoid children's sleep or education being disturbed.

## Top Tips for Parents & Carers

### RESTRICT DIRECT MESSAGES

If your child receives a message from somebody they do not know, encourage them not to accept their message request and 'block' this person; this is the only way to stop them messaging your child again. Children can also 'tap and hold' the individual message to report it directly to Instagram as well as reporting the account itself.

### LOOK OUT FOR #ADS

In 2019, the UK's Competition and Markets Authority launched an investigation into celebrities who were posting adverts on social media and not declaring that they were paid for. Influencers must clearly state that they have been paid for their posts, for example using a hashtag like #ad or #sponsored. Teach your child to look out for the signs of a paid post/advert and discuss with them that not everything they see from celebrities is their personal choice and opinion.

### MANAGE NEGATIVE INTERACTIONS

If your child is receiving unwanted or negative comments, they can block that account so that they can't interact with them. This stops them seeing and commenting on their posts, stories and live broadcasts. In addition, your child can instantly delete unwanted comments from their posts, turn them off completely and control who can tag and mention them in comments, captions or stories, from everyone, only people they follow, or no one at all.

### MANAGE DIGITAL WELLBEING

Instagram now has an in-built activity dashboard that allows users to monitor and control how much time they spend on the app. Users can add a 'daily reminder' to set a limit on how much time they want to spend on Instagram, prompting them to consider if it's been too long. In addition, once users have caught up with all the previous posts since they last logged on, they'll receive a 'You've completely caught up' message. Both features can help you have a conversation with your child about how much time they are spending on the app and to set healthy time limits.

### PROTECT PERSONAL INFORMATION

Your child may unknowingly give away personal information on their profile or in their live streams. Talk to them about what their personal information is and make sure that they do not disclose anything, including their location, to anyone during a livestream, comment, direct message or any other tool for communication on the platform, even to their friends.

### USE A PRIVATE ACCOUNT

By default, any image or video your child uploads to Instagram is visible to anyone. A private account means that you have to approve a request if somebody wants to follow you and only people you approve will see your posts and videos. Children should also use a secure password and enable a two-factor authentication to add an extra layer of security to their account.

### FILTER INAPPROPRIATE COMMENTS

Instagram has an 'anti-bullying' filter, which hides comments relating to a person's appearance or character, as well as threats to a person's wellbeing or health. The filter will also alert Instagram to repeated problems so that they can take action against the user if necessary. This is an automatic filter, which should always be enabled. Children can also report abusive behaviour or inappropriate/offensive material directly to Instagram from the app. This includes posts, comments and accounts.

### TURN OFF SHARING

Even though this feature will not stop people from taking screenshots, it will stop others being able to directly share photos and videos from a story as a message to another user. This feature can be turned off in the settings. We also recommend turning off the feature which automatically shares photos and videos from a story to a Facebook account.

### REMOVE PAYMENT METHODS

If you are happy for your child to have a card associated with their Instagram account, we suggest adding a PIN which needs to be entered before making a payment; this will also help prevent unauthorised purchases. This can be added in the payment settings tab.

**DON'T FORGET TO BE VIGILANT & TALK TO YOUR CHILD ABOUT THEIR ONLINE ACTIVITIES!**

## Meet our expert

Parven Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience of working in the social media arena and is the founder of Kids N Clicks, a web resource helping parents and children thrive in a digital world.



## \*NEW FOR 2020\* INSTAGRAM REELS

Instagram Reels is the latest update from Instagram that gives users the ability to record and edit 15-second multi-clip videos with audio, effects, and new creative tools. It is the app's answer to TikTok and can be accessed via the Stories feature. Reels can be shared with friends and family, however, if your child has a public account, it could be shared wider via 'Explore' and viewed by millions of strangers online.

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# What Parents & Carers Need to Know about

# SNAPCHAT

AGE RESTRICTION  
**13+**

Snapchat is a photo- and video-sharing app which also allows users to chat with friends via text or audio. Users can share images and videos with specific friends, or through a 'story' (documenting the previous 24 hours) visible to their entire friend list. Snapchat usage rose during the pandemic, with many young people utilising it to connect with their peers. The app continues to develop features to engage an even larger audience and emulate current trends, rivalling platforms such as TikTok and Instagram.

## CONNECTING WITH STRANGERS

Even if your child only connects on the app with people they know, they may still receive friend requests from strangers. Snapchat's links with apps such as Wink and Hoop have increased this possibility. Accepting a request means that children are then disclosing personal information through the Story, SnapMap and Spotlight features. This could allow predators to gain their trust for sinister purposes.

## EXCESSIVE USE

There are many features that are attractive to users and keep them excited about the app. Snap streaks encourage users to send snaps daily, Spotlight Challenges give users to the chance to obtain money and online fame, and the Spotlight feature's scroll of videos makes it easy for children to spend hours watching content.

## INAPPROPRIATE CONTENT

Some videos and posts on Snapchat are not suitable for children. The hashtags used to group content are determined by the poster, so an innocent search term could still yield age-inappropriate results. The app's Discover function lets users swipe through snippets of news stories and trending articles that often include adult content. There is currently no way to turn off this feature.

## SEXTING

Sexting continues to be a risk associated with Snapchat. The app's 'disappearing messages' feature makes it easy for young people (teens in particular) to share explicit images on impulse. While these pictures do disappear – and the sender is notified if it has been screenshotted first – users have found alternative methods to save images, such as taking pictures with a separate device.

## DAMAGE TO CONFIDENCE

Snapchat's filters and lenses are a popular way for users to enhance their 'selfie game'. Although many are designed to entertain or amuse, the 'beautify' filters on photos can set unrealistic body image expectations and create feelings of inadequacy. Comparing themselves unfavourably against other Snapchat users could threaten a child's confidence or sense of self-worth.

## VISIBLE LOCATION

My Places lets users check in and search for popular spots nearby – such as restaurants, parks or shopping centres – and recommend them to their friends. The potential issue with a young person consistently checking into locations on Snapchat is that it allows other users in their friends list (even people they have only ever met online) to see where they currently are and where they regularly go.

## Advice for Parents & Carers

### TURN OFF QUICK ADD

The Quick Add function helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this feature could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).



### CHOOSE GOOD CONNECTIONS

Snapchat has recently announced that it is rolling out a new safety feature: users will receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users they rarely communicate with, to maintain their online safety and privacy.



### TALK ABOUT SEXTING

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it is important to talk openly and non-judgementally about sexting. Discuss the legal implications of sending, receiving or sharing explicit images, as well as the possible emotional impact. Emphasise that your child should never feel pressured into sexting – and that if they receive unwanted explicit images, they should tell a trusted adult straight away.



### CHAT ABOUT CONTENT

Talk to your child about what is and isn't wise to share on Snapchat (e.g. don't post explicit images or videos, or display identifiable details like their school uniform). Remind them that once something is online, the creator loses control over where it might end up – and who with. Additionally, Snapchat's 'Spotlight' feature has a #challenge like TikTok's: it's vital that your child understands the potentially harmful consequences of taking part in these challenges.



### KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Your child can send Snaps directly to friends, but Stories are visible to everyone they have added, unless they change the settings. If they use SnapMaps, their location is visible unless 'Ghost Mode' is enabled (again via settings). It's prudent to emphasise the importance of not adding people they don't know in real life. This is particularly important with the addition of My Places, which allows other Snapchatters to see the places your child regularly visits and checks in: strangers, bullies and groomers could use this information to engage in conversation and arrange to meet in person.



### BE READY TO BLOCK AND REPORT

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



## 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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Welcome to our  
**Mayfield SEND  
 & Well-Being** NEWSLETTER!



Welcome to this edition of the newsletter – hopefully this finds you well, with brighter days (and brighter flowerbeds!) just around the corner. In our last edition, we spoke about the effects of darker weather on mood, but now we have turned the year and are heading towards also turning our clocks, which may lose us an hour of sleep but does at least add some brightness to our evenings!

In this edition of the newsletter, you'll find some information about the positive effects of cold-water swimming on well-being and mood, as well as physical health. There is also an article about Tourette Syndrome and how parents and school can support children and young people with it, and then our Autism Ambassador, Miss Groom, has also written a piece about supporting young people with autism in school. Read on further for some of the benefits of gardening too ... it may still be chilly, but sunnier days and glorious flowerbeds are not far off now!

As ever, this newsletter is aimed at both parents, carers and staff of our Mayfield community. If there is ever anything else that you'd like to see covered in the newsletter, then do please send it to us (contact details are featured on the last page). Likewise, if you'd like to make a parent, carer or staff contribution to it, then do feel free. We'd love to hear from you!

**Get in the garden!**

Ignore that grey sky, grab your wheelbarrow and your garden tools, and get clearing the winter away!

We all know that gardening helps mental health and well-being, but during the time of year when we need that boost the most, the weather is such that it makes it harder than ever to get out there. However, if those hardy cold-water splashers can take a dip in the Solent, you can absolutely take a dip into the flowerbeds! Did you know that 30 minutes of gardening can burn the same amount of calories as badminton? So not only is it wonderful therapy for the mind, but it's fabulous for physical health, too. British physician Sir Muir Gray once said that we need a natural health service as well as a national health service – so however you go about it, get your nature dose this month.

**WHY GARDEN? SEVEN PROVEN BENEFITS...**

**7. Improved Health**

piles of research studies prove the many mental & physical health benefits of gardening

**6. Local Taxes**

more valuable real estate, less crime, stronger communities = more tax revenue invested locally

**5. Carbon Sequestration**

put thousands of pounds of carbon & other GHGs back into the soil via permaculture & organic approaches

**1. High ROI**

get \$8 back for every \$1 you invest in your garden

**2. Home Values**

community gardens increase neighborhood home values

**3. Create Living Soil**

1 pound of conventional food = 6 pounds of eroded soil; 1 pound of food you grow can = 20 pounds of new living soil

**4. Reduce Energy Waste**

1 calorie of conventional food takes 10 calories of fossil fuel energy to produce

[www.growjourney.com](http://www.growjourney.com)



Should you ever need to contact a member of the Learning Support Department, then the key staff members you will need are as follows:



**Mrs Anders**  
 SENDCo and Assistant Head

[anderse@mayfieldportsmouth.sch.uk](mailto:anderse@mayfieldportsmouth.sch.uk)



**Mrs Shaw**  
 Assistant SENDCo

[shaws@mayfield.portsmouth.sch.uk](mailto:shaws@mayfield.portsmouth.sch.uk)



**Mrs Howard**  
 SEND teacher

[howard-verity@mayfield.portsmouth.sch.uk](mailto:howard-verity@mayfield.portsmouth.sch.uk)

## Cold Water Swimming

At a time of year when most of us are still huddled on a radiator and clutching hot water bottles, it may seem rather shocking to learn that growing numbers of folk are popping on their bathing suits and tottering into the very chilly waters of the Solent for a splash and a swim. The very thought of catching your back under the chill of the shower when you first turn it on is enough to send most of us scrambling for the nearest heat source, so what is it about cold-water swimming that is attracting following in their hundreds?

Ever since 2020 when the world changed and the pools locked down, open water swimming has had quite the revival. There is something about swimming in the open, as opposed to the chlorinated fog of an indoor pool, that can be deeply appealing. That sense of being at one with the world around you, the brush of a fresh breeze on your face above the water whilst your limbs are suspended in the fluid world below you, that is second to none. However, even for the most water-loving among us, summer swimming outside is a far call from mid-winter ice-breaking.

According to [iprshealth.com](https://www.iprshealth.com), cold-water swimming has myriad benefits for our well-being, if only we can be brave enough to give it a try. (It should be noted that you should be an adult, never alone, and take appropriate health & safety measures before trying cold-water swimming – speaking to your GP first and doing your safety research, or even joining a local group, are all crucial!)

### 1. It boosts your immune system

The effects of cold water on the immune system have been studied widely. Cold water helps to boost the white blood cell count because the body is forced to react to changing conditions.

### 2. It gives you a natural high

Cold-water swimming activates endorphins. This chemical is what the brain produces to make us feel good during activities. Cold-water swimming is also a form of exercise, and exercise has been proven to treat depression.

### 3. It improves your circulation

Cold-water swimming flushes your veins, arteries, and capillaries. It forces blood to the surface and helps to warm our extremities. Repeated exposure adapts us to the cold.

### 4. It burns calories

The heart has to pump faster in cold water and the body must work harder to keep everything warm while swimming. Overall, far more calories are burned during cold-water swimming than swimming in warmer conditions.

### 5. It reduces stress

Cold-water swimming places stress on the body physically and mentally. Many studies have identified the link between cold water and stress reduction. Cold-water swimmers become calmer and more relaxed.

### 6. It is a great way of socialising and making new friends

There is a great sense of community and camaraderie amongst cold-water swimmers. There is nothing that brings people together like facing a challenge and sharing the experience as a group.



## Autism Ambassador

**Miss Groom is our Autism Ambassador at Mayfield and she has written a piece about her role at school and the importance of increasing our understanding of autism.**

The world can be a confusing and overbearing place at times for all of us, but for someone with autism the world can appear wholly alien and incomprehensible.

Autism is a much-misunderstood developmental condition that affects how someone interacts and communicates with the world around them.

One in 100 people are on the autism spectrum which means there are 700,000 autistic adults and children in the UK. Sadly, only one in six autistic people in the UK have a job, which underlines how vital it is to recognise autism in an educational sphere.

Just like all of us, each and every autistic person is an individual trying to overcome their own challenges. There is no 'one size fits all' for autism but one of the most predominant features is a difficulty with social interaction and clear communication. This can lead to intolerance through misunderstanding in non-autistic people. People with autism also experience sensory overload where touch, bright lights and noise is maxed out to the extreme. I often tell young people that it is like having a superpower where they will hear even the tiniest noise before anyone else has time to blink or can sniff out the canteen burgers from the other end of the building. Having autism does not mean that people with it do not understand, it just means it takes longer to process information such as engaging in repetitive behaviours, combating anxiety or not noticing subtle social cues or facial interactions. Again, this can create a dismissive approach through misunderstanding in non-autistic people. People with autism can also find sudden changes, however seemingly insignificant, exceedingly distressing. All of this extra processing and information can make a classroom a very scary and intimidating place, which in turn can make the outside world even scarier.

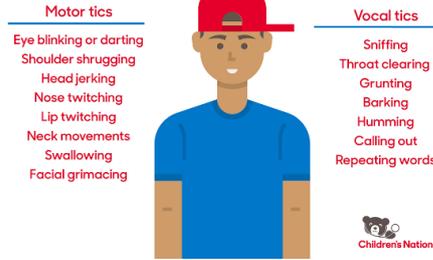
There are ways to make classrooms more accessible for autistic pupils and at Mayfield we try hard to implement as many as possible. Simple things, like not having an accurate clock on the wall, can cause heightened anxiety in a student with autism, because there is no structure or certainty. A classroom video being too loud can feel like you are at a booming concert and lead to a sensory overload. Having too many choices in a lesson can be overwhelming when asked to make a decision with a fear of making the 'wrong' decision. We use 'pen portraits' at Mayfield for autistic students, so that staff know how to differentiate work and environments in order to personalise things to a child's needs.

As an Autism Ambassador my role is to simplify and bridge the gap, by raising awareness, between pupil and teaching staff. It is to help others understand the nature of the condition and how we can help learning to be more accessible for all of our pupils.

I feel every member of an educational establishment should be aware of the role of Autism Ambassador and even look into becoming Autism Ambassadors, because it not only enriches their own experiences and practices but also that of the community as a whole.

### What is Tourette syndrome?

Tourette syndrome is a neurological condition that causes involuntary motor and vocal tics.



## What is Tourette Syndrome?

Tourette Syndrome is something that many of us have heard of and may know bits and bobs about, but not necessarily in enough depth to lead to any real understanding. A simplistic explanation of TS is that given by the Mayo Clinic, but in terms of how it may affect a young person or adult, and their family, friends, and education, is far-reaching. We often have preconceptions about people with TS, including that they always swear. This isn't necessarily the case, and tics can take different forms being vocal or motor (movement) related. According to the Mayo Clinic:

"Tourette (too-RET) syndrome is a disorder that involves repetitive movements or unwanted sounds (tics) that can't be easily controlled. For instance, you might repeatedly blink your eyes, shrug your shoulders or blurt out unusual sounds or offensive words. Tics typically show up between ages 2 and 15, with the average being around 6 years of age. Males are about three to four times more likely than females to develop Tourette syndrome. Although there's no cure for Tourette syndrome, treatments are available. Many people with Tourette syndrome don't need treatment when symptoms aren't troublesome. Tics often lessen or become controlled after the teen years."

At Mayfield, we implement various strategies to support our students with TS. These may take the form of, for example:

- Tourette's Passport and/or lanyard. This allows other staff or students who may not know the child as well as others to gain some immediate insight and understanding.
- A designated safe space in which to release tics. It can be exhausting for a young person with TS to hold it all in and so the offer of a place where they are comfortable to tic is very important.
- Finding out what triggers the student's tics.
- Training for other students in class. This can be given so that others in the class are able to support and understand their friend, so that they feel comfortable and understood.
- Massed practice. This is when a student can literally 'practice' their tics at home to expel them before coming into school or any other social situation that may heighten, for example, stress or excitement. This can provide a natural break from the tic and support habit reversal.
- A personalised work station or area in the classroom that the student can visit.
- Careful use of language. Focus on 'please do' as opposed to 'please don't'. Compulsive behaviour can lead to someone feeling compelled to do something when they are told not to.

***If you have any questions or concerns about Tourette Syndrome, please do not hesitate to contact us***

		Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week One</b>  28/02/22 21/03/22 25/04/22 16/05/22 13/06/22 04/07/22	Option 1	Macaroni Cheese	Beef Lasagna with Garlic Bread	Roast Beef, Roast Potatoes & Gravy	Chicken Curry with Rice	Fish Fingers with Chips & Tomato Sauce
	Option 2	Vegetable Curry with Rice	Vegetarian Lasagna with Garlic Bread	Vegetable Wellington with Roast Potatoes & Gravy	Cheese & Tomato Pizza with Herby Potato	Vegan Sausage Hot Dog with Chips & Tomato Sauce
	Option 3	Cheese	Beans	Tuna	Cheese	Beans
	Vegetables	Cucumber Rainbow Slaw	Sweetcorn Mixed Peppers	Cabbage Broccoli	Green Beans Carrots	Peas Baked Beans
	Dessert	Carrot & Courgette Cake with Custard	Apple & Raisin Flapjack	Fresh Fruit & Yoghurt Station	Orange & Cinnamon Cookie	Peaches & Ice Cream
Or a choice of Yoghurt & Fresh Fruit available daily						

<b>Week Two</b>  07/03/22 28/03/22 02/05/22 23/05/22 20/06/22 11/07/22	Option 1	Beef Burger in a Bun with Potato Wedges	Spaghetti Bolognese	Roast Chicken, Roast Potatoes, Stuffing & Gravy	Creamy Chicken Pasta Bake with Garlic Bread	Fishfingers with Chips & Tomato Sauce
	Option 2	Quorn Burger in a bun with Potato Wedges	Vegan Spaghetti Bolognese	Roast Quorn, Roast Potatoes, Stuffing,& Gravy	Cheese & Tomato Pizza with Potato Wedges	Cheese & Bean Pasty with Chips
	Option 3	Cheese	Beans	Tuna	Cheese	Beans
	Vegetables	Sweetcorn Cauliflower	Mixed Peppers Green Beans	Carrots Peas	Broccoli Sweetcorn	Peas Baked Beans
	Dessert	Apple & Berry Crumble with Ice Cream	Lemon Drizzle Cake	Fresh Fruit & Yoghurt Station	Chocolate & Beetroot Brownie with Chocolate Sauce	Apple, Cheese & Crackers
Or a choice of Yoghurt & Fresh Fruit available daily						

<b>Week Three</b>  14/03/22 04/04/22 09/05/22 06/06/22 27/06/22 18/07/22	Option 1	Sausage roll with Mashed Potato	Beef Enchiladas with Rice	Roast Turkey, Roast Potatoes & Gravy	Pepperoni Pizza with Potato Wedges	Fishfingers with Chips & Tomato Sauce
	Option 2	Vegan Mexican Bean Roll with Mashed Potato	Vegetable Enchiladas with Rice	Lentil & Basil Puff Pastry, Roast Potatoes & Gravy	Cheese & Tomato Pizza With Potato wedges	Cheese & Red Pepper Frittata with Chips & Tomato Sauce
	Option 3	Cheese	Beans	Tuna	Cheese	Beans
	Vegetables	Baked Beans or green beans & Gravy	Coleslaw Sweetcorn	Carrot Broccoli	Sweetcorn Tomato Salsa	Peas Baked Beans
	Dessert	Cheesecake	Vanilla Sponge & Custard	Fresh Fruit & Yoghurt Station	Raspberry Jelly & Mandarins	Chocolate Shortbread
Or a choice of Yoghurt & Fresh Fruit available daily						



-  Added Plant Power
-  Vegan
-  Wholemeal

**Available Daily:**

- Freshly cooked jacket potatoes with a choice of fillings (where advertised)
- Bread freshly baked on site daily
- Daily salad selection

**ALLERGY INFORMATION:**  
If you would like to know about particular allergens in foods please ask a member of the catering team for information. If your child has a school lunch and has a food allergy or intolerance you will be asked to complete a form to ensure we have the necessary information to cater for your child. We use a large variety of ingredients in the preparation of our meals and due to the nature of our kitchens it is not possible to completely remove the risk of cross contamination.