



THE HARBOUR SCHOOL NEWS

Welcome to The Harbour School Newsletter, Autumn 1, 2023.

We will be keeping you updated on all the creative learning our pupils are enjoying.



Dear Parent/ Carers,

I hope this newsletter finds you and your family well. It is with great pleasure that I introduce myself as the new Headteacher of the Harbour School. I am thrilled to have the opportunity to work with your son/ daughter, and I am eager to embark on this exciting journey together.

Over the past few weeks, I have had the pleasure of meeting many of your children and spending time at all of our campuses. It has been a truly enriching experience, witnessing the dedication of our staff and the enthusiasm of our pupils in action. I have been impressed by the positive learning environment and the quality of work that I have seen your son/ daughter produce in their lessons. Examples of which you will see throughout this newsletter.

I want to share with you that we recently had our first Ofsted monitoring visit on 19th September. I am pleased to report that it was a positive experience, reflecting the hard work and dedication of everyone involved. This positive outcome is a testament to the strong foundation upon which we can continue to build and grow. As we move into the next half term, I want to assure you that the whole staff team will continue to work hard to make the continued improvements that are required to ensure that the educational experience for our young people is consistently to a high standard.

I am genuinely excited about the future of our school and the collective journey that we are on. As we move forward, I believe it is essential to involve you, the parent/ carers, in shaping the direction of our school. Your insights are really important, and I am committed to ensuring that your voices are heard.

After the upcoming half term break, I will be reaching out to you to gather your views on the school and to learn about your aspirations for your children's education. Your feedback will be instrumental in guiding our efforts to make the Harbour School an even better place of learning for our young people.

Thank you for entrusting us with the education of your children. I look forward to working with you and your family in the coming months. Please feel free to reach out to me if you have any questions, concerns, or ideas that you would like to discuss.

Best wishes, Nick Morley, Headteacher



TIPNER CAMPUS

Acting Heads of Campus
Nicky Shaw &
Simone Elliot

Tipner pupils have had a great half term. They have taken part in lots of fantastic activities, both onsite and offsite.

We have been focusing on social skills and working together. They have accessed forest school, climbing and cooking as well as working hard to improve their reading and maths skills. Well done everyone!



Key Stage 2 have been enjoying their Under the Sea Topic so far this year. They have learnt about different seas and oceans and applied their map reading skills to atlases and globes to enable them to name and locate them.



Outdoor Education

Some KS2 and KS3 pupils have been taking part in Forest School at The Forest of Bere, for their Outdoor Education lessons. They all engaged really well and enjoyed fire lighting so far, we hope to progress onto lighting and managing the fire pit.



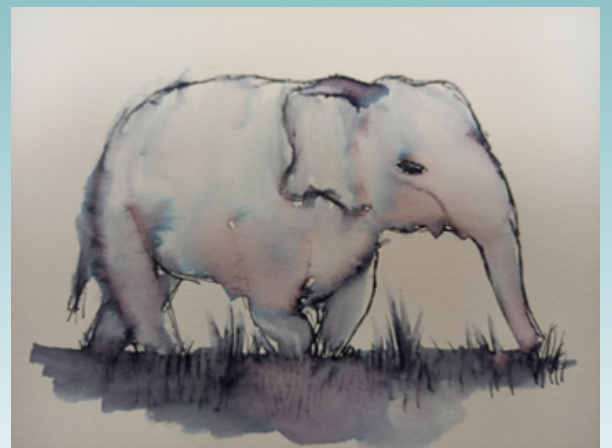
KS3 have been using the theme of vampires in their work. They have written diary entries, planned a gothic style theme park using maths skills and decorated their classroom for Halloween, taking inspiration from local gothic architecture. Ronnie has been writing letters to some of his favourite footballers. He then walked to the post box to post them. He has even written one to Messi, which his teacher posted at the post office for him. He's eagerly awaiting a reply from them!

COSHAM CAMPUS

Karen Lemieux
Head of Campus

We have had a very busy start to the term, with lots of activities and learning taking place. We have also welcomed new pupils and are very pleased with the way they have settled in. We look forward to watching them progress over the next academic year.

Our BTEC Level 1 & 2 Home Cooking Skills group made some fantastic cakes and bakes for our Macmillan coffee morning. We managed to raise £34.66 for this very good cause



One of our Year 11 GCSE Art pupils created this stunning picture with ink.

One of our pupils took part in Lego Club with Becci in the nurture room. He was the builder and had to listen carefully to instructions from the architect to successfully build the Lego crocodile.



SCIENCE

KS4 pupils made playdough and created models of pathogens



They have also been investigating the conditions that affect the activity of yeast. Our younger pupils have made and evaluated models of how muscles move the bones of our arms



ENGLISH :- Pupils enjoyed dramatising 'An Inspector Calls.' There was great acting, thoughtful stage design and lots of playing with accents



HISTORY, pupils had fun making these models of Norman castles

REINTEGRATION AND TUITION SERVICE & HOSPITAL TUITION SERVICE

Kath Curtis, CAL
Karen Lemieux, Head of Campus

The Reintegration and Tuition Service have had a busy and productive start to the new academic year! We have already had pupils accessing our Reintegration Hub for Emotional Literacy lessons as well as welcoming lots of new pupils to our lessons. Below is a taste of just some of the activity's pupils have had an opportunity to take part in...

Emotional Literacy: KS3 pupils worked together exploring 'My Happy Mind: Meet Your Brain – Stress Busting Tools.' There was lots of laughter, mess and obviously some purposeful learning about how to manage our feelings when we feel stressed.



Pupils investigate thermal conductors. By placing sticks of various materials into hot water, they could see which material had the best property for insulating or conducting heat. Which material do you think was the best heat conductor?



Science:

In our online science lessons, pupils carried out investigations in the home to explore our world and how different materials behave and react.

Investigating foam-Making a bubble snake STEM Activity

Learning objective-We are learning to understand properties of materials

Learning Outcome- I can carry out an activity to investigate how foam behaves

SEAL Outcome- I can extend my learning




Investigating insulators-STEM Activity

Learning objective-We are learning to understand properties of materials

Learning Outcome- I can carry out an activity to investigate how to keep ice for longer

SEAL Outcome- I can extend my learning

 your work



THE BASE

Sian Lacey
Head of Campus

The Farm

We have had pupils from The BASE experiencing the world of work at an Alpaca farm. So far, they have helped with feeding the animals, digging, preparing the barn ready for the fleece to be sorted, dismantling a chicken coup and grooming the Alpacas. The pupils are working towards obtaining a Princes Trust award for their hard work at the farm.



Photos of our pupils out and about enjoying the Southsea art trail, and creating a graffiti portrait



Go Ape

Pupils from The BASE had a brilliant time at Go Ape. They were able to conquer their fears and overcome challenges by taking part in various activities which included tarzan swings, 200m zip lines and climbing platforms up to 10m high.

VANGUARD CAMPUS

Sarah Hounsell
Head of Campus



The pupils at Vanguard enjoyed a day out at Fratton Park where there was a careers and apprenticeship event. Sarah took 9 students there to find out about next steps and post 16 college courses.

The pictures show yr 11 pupils talking to Vespasian Security and trying out their Security PPE. All pupils engaged with a number of employers and industry professionals from a range of industries e.g. The Army, HSBC, Border Force, NHS, HABA Hair Academy amongst many others.

On Tuesday the 10th of October Harrison and Hayden represented Vanguard at the Youth Council Meeting based at Portsmouth Guildhall. They were there with other schools from the city and spoke about climate change and how we can make an impact to be greener, crime and bullying. All of the school spoke about how to better support young people in the city. On the 24th October Harrison and Hayden have the opportunity to meet the Lord Mayor of Portsmouth to discuss these important issues.



QUALIFICATIONS EXPLAINED

We all like to learn in different ways.

Do you like English and drama because you get to talk and listen?

Or perhaps you like woodwork because you can get stuck in and learn with your hands?

Working out how you like to learn can help you to choose the right subjects

Options
16

GCSE / A level

Vocational
Qualifications

Apprenticeships

Traineeships

Employment
with training

There are several different qualifications, and qualification levels to consider, which can be confusing.

Higher Education qualifications are Level 4 and above and are studied at College or University. Qualifications from Entry to Level 3 can be obtained in School, 6th Form, College or through an Apprenticeship

Options
13

GCSE

Vocational Qualifications
e.g. BTECS, City and Guilds and
OCR Nationals

A good place to start planning your post 16 options is to think of these three questions.

- **Where am I now?** (What qualifications, skills, and interests do I have?)
- **Where do I want to get to?** (What would I like to be doing in the future)
- **How will I get there?** (What course or training is likely to get you where you want to go?)

Options
18

Further Education

Higher Education

Apprenticeships
post - 18

Traineeships

Employment
with training

CAREERS CONTINUED.....

Local College Open Events 2023/2024 College Dates Times

City of Portsmouth College, Tangier Road Campus
0923 92 383131 www.city-of-portsmouth-college.ac.uk
Please contact the college directly, to arrange a 1-1 visit, if required.

City of Portsmouth College, Highbury Campus & North Harbour Campus
02392 383131 www.city-of-portsmouth-college.ac.uk
Phone the college & speak with James Mahon on 023 92 328781
to organise a 1-1 tour of the Foundation Prospects department and college.

Havant South Downs College (HSDC)
02393 879999 www.hsdac.ac.uk
South Downs - Open Morning - Saturday 4th November, 11am - 1pm
Phone the college and speak with Sue Gregory-Perry on 02393 879999,
to organise a 1-1 tour of the foundations for learning and college.

UTC Portsmouth BOOKING ESSENTIAL - Online via website
Year 10 Open Morning - Saturday 4 November, 9-10.30am

Fareham College and CEMAST
01329 815200 www.fareham.ac.uk
Tuesday 14th November, 4 - 7.30pm

St Vincent College
02392 588311 www.stvincent.ac.uk
Thursday 23rd November, 4.30 - 7.30 pm
To arrange a 1-1 visit, please contact the college via:
Call 023 9258 8311 or email info@stvincent.ac.uk

Chichester College
01243 786321 www.chichester.ac.uk
Saturday 4th November, 10am - 1pm
Register online via website

Sparsholt College
01962 776441 www.sparsholt.ac.uk
Sat 11th November
Register online via website.
Times TBC - Usually 10am-1pm

SUPPORT AROUND THE FAMILY



Local Offer Live Cosham

09/11/2023

Cosham Community Centre 10:30 am

Contact the organiser :

portsmouthlocaloffer@portsmouthcc.gov.uk

The Local Offer Live is coming to Cosham! Find out about the services that can support families with children and young people with special educational needs and /or disabilities (SEND).

Drop in and see us at Cosham Community Centre between 10.30am and 2.30pm where there will be a range of exhibitors for you to chat to and answer your questions.

We also have short presentations from some of our experts on neurodiversity, tips for helping your children sleep and how to make ordinarily available provision work for you in school.

There is no need to book – just turn up on the day! If you have any questions about the event, email portsmouthlocaloffer@portsmouthcc.gov.uk

Cosham Community Centre is just a short walk from Cosham train station.

Household Support Fund Family Vouchers Scheme

The Household Support Fund Family Vouchers Scheme provides eligible families with a one-off supermarket voucher worth £70 per eligible child. Families will be able to apply for vouchers between 27 September and 24 November 2023 or until the fund is used up.

Applications must be made using the online form – Household Support Fund – Apply for a Family Voucher. If you are unable to complete your application online and upload copies of your evidence documents, you can get support by calling our Household Support Fund Helpline on 023 9268 8010.

If you would like to speak to a benefits advisor, you can contact Advice Portsmouth – for anyone who lives or works in Portsmouth: <https://adviceportsmouth.org.uk/>

If you would like to speak to a benefit advisor and you are a Portsmouth City Council tenant, you can contact your local area housing office – <https://www.portsmouth.gov.uk/services/council-and-democracy/contact-us/#housing>

SUPPORT AROUND THE FAMILY



HELP WITH THE COST OF LIVING

**Check if you qualify for a household
support voucher or payment at**

**[portsmouth.gov.uk/household-
support](https://portsmouth.gov.uk/household-support)**

02392688010

**everyone can get free cost of living
support**



**SAVE THE
DATE**

**GCSE EXAMS
2024**

**Friday 10th May to
Friday 28th June**

DO NOT BOOK HOLIDAYS IN THIS TIME.



Safeguarding Information

Safeguarding Statement

Safeguarding and promoting the welfare of students is everyone's responsibility. Everyone who comes into contact with children, their families and carers has a role to play in safeguarding children. To ensure we fulfil this responsibility at the Harbour School, all professionals are trained to ensure their approach is child-centred; what is in the best interests of the learner as all times. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns and the sharing of information, on a 'need to know' basis. The Safeguarding Team will ensure the information is collated and dealt with appropriately.

The Harbour Team Safeguarding Team

Designated Safeguarding Lead Andrea Nesbit

Deputy Designated Safeguarding Leads Lacey Plato, Lydia Fooks,
Anne Ormston, Heidi Gibbs,

Jess Bartlett, Rachel Endean, Alison Hannan, Sian Lacey, Karen Lemieux, Sarah Hounsell, Sarah Ghassemi

The Key Safeguarding principles at The Harbour School:

- The welfare of the child is paramount
- Staff should understand their responsibilities to safeguard and promote the welfare of learners
 - Safeguarding is everyone's responsibility
- Make a record of any such incident and of decisions made/ further actions agreed, in accordance with our Safeguarding Policy
- Apply the same professional standards regardless of gender or sexuality (Equality Act 2010)

The Safeguarding Team will:

- Act on any concerns raised by staff members
- Work with external agencies when required (Police, Social Care, LA etc)
 - Manage child protection files, adhering to national guidance
- Provide safeguarding training to all members of staff and provide updates when required

If you have concerns about a learner at The Harbour School please report your concerns using the following email and they will be picked up by the safeguarding team safeguarding@thsportsmouth.org



Safeguarding support

Feeling low?

Anxious?

Struggling to cope?

Text SHOUT to 85258
for free, confidential support, 24/7

stem4
supporting teenage mental health

#WMHD

Get support

0300 123 3393

text 86453

info@mind.org.uk



Give support



Text **SUPPORT** to 70560 to give £3

Texts cost £3 plus your standard network charge. Mind receives 100% of your donation. Obtain the bill payer's permission. Supporter Services 020 8215 2243. We may contact you about our charity and ways that you can support us. To give £3 but opt out from any further contact by phone and text, reply 'NOCALL' to 70004.

"It's alright to ask for help"

SAMARITANS



116 123

ChildLine

0800 1111





National
Online
Safety®

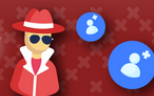
#WakeUpWednesday

12 Social Media Online Safety Tips FOR CHILDREN WITH NEW DEVICES

With Christmas only a few weeks away, many of you will be using social media to share your excitement with friends and family. Being active on social media is a great way to show others how much fun you're having, but it's important that you know how to use these apps safely and securely so that bad things don't happen. By following our safety tips below, you can make sure that your personal information stays private, your postings are positive and that your social media use overall is responsible, healthy and most of all enjoyable.

1 DON'T ACCEPT FRIEND REQUESTS FROM STRANGERS

Make sure that you set your profile to private so that people you don't know can't find you online. Always tell a trusted adult if a stranger or somebody you don't know sends you a message or a friend request.



2 NEVER SHARE YOUR PERSONAL INFORMATION WITH PEOPLE YOU DON'T KNOW

Keep your personal information personal. Sometime people online aren't always who they say they are and might ask you to share things that you don't feel comfortable sharing.

3 DON'T SHARE EMBARRASSING PHOTOS OR VIDEOS OF OTHERS ONLINE

This could really upset them and could get you into a lot of trouble. Always think twice before posting anything on social media and treat people online as you would in real-life.



4 NEVER SEND NAKED PICTURES OF YOURSELF TO OTHERS

This is illegal if you are under 18 and you could get into trouble with the Police. If you are being pressured by someone, always say no and tell a trusted adult. Even if you think it is innocent fun, the photo could be shared with other people and you won't be able to control who else sees it.

5 CREATE A POSITIVE ONLINE REPUTATION

Always be kind and polite when posting comments on social media and only upload pictures and videos of things you are proud of. This forms part of your digital footprint. Everything you do online can be tracked and monitored and could affect what people think of you in real-life if it is negative.



6 LIMIT YOUR SCREEN TIME

Social media can be addictive, and it is easy to keep checking newsfeeds or your notifications every 5 minutes which can affect your behaviour and stop you from doing other things. Remember to only use your phone at certain times of the day, turn notifications off at bedtime and go out and have as fun as much as possible. This will keep you fit and healthy and make you appreciate there's more to life than just what's on social media.



7 BLOCK ONLINE BULLIES

Sometimes people might say nasty things to you online or post offensive comments on your pictures or videos. If this happens, always tell a trusted adult who will help you block them from your profile and support you in taking further action.



8 REPORT INAPPROPRIATE CONTENT

If you see something on social media that you don't like, offends you or upsets you, you should always report it to a trusted adult. You should also report it to the social media app who will be able to remove the content if it is against their user policy and can block the person who posted it.



9 ONLY USE APPS WHICH YOU ARE OLD ENOUGH TO USE

Before downloading any new social media app, always check the age-rating. If you need help, ask your parent or carer to make sure that the app is safe for you to use and never download anything which you are too young for as it may contain content that isn't safe for you to see.



10 ALWAYS SECURE ALL YOUR SOCIAL MEDIA PROFILES WITH A PASSWORD

This will help to keep your private information safe and won't allow others to access your profiles without your permission. Make sure your passwords are memorable and personal to you but something which other people can't guess, and always share them with your parents just in case you forget them.



11 ASK PARENTS TO SET-UP 'PARENTAL CONTROLS' FOR SOCIAL MEDIA

When you download a social media app, you should always ask a trusted adult to help you set it up for the first time. This will help you control who sees what you post, who can contact you and make sure you are able to enjoy using the app safely and securely.



12 ALWAYS TALK TO YOUR TRUSTED ADULT IF SOCIAL MEDIA IS MAKING YOU UNHAPPY

Sometimes, social media can make us feel bad about ourselves or sad that we aren't the same as someone else or doing the same things as someone else. Remember, if you ever feel this way, it's really important to talk to your trusted adult(s) like your parents, carers, other adult family members or a teacher, all of whom will be able to support you and discuss your feelings with you to help make you feel better.



What Parents & Carers Need to Know about

SNAPCHAT

AGE RESTRICTION
13+

WHAT ARE THE RISKS?

CONNECTING WITH STRANGERS

Even if your child only connects with people they know, they may still get friend requests from strangers. The Quick Add option lets users befriend people the app recommends – but these 'friends' are merely a username, which could have anyone behind it. Accepting such requests reveals children's personal information through the Story, SnapMap and Spotlight features, potentially putting them at risk from predators.

EXCESSIVE USE

Snapchat works hard on user engagement, with features like streaks (messaging the same person every day to build up a high score), Spotlight Challenges tempt users into spending time producing content in search of cash prizes and online fame, while it's easy for children to pass hours watching Spotlight's endless scroll of videos.

INAPPROPRIATE CONTENT

Some videos and posts on Snapchat aren'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 (teens in particular) to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.



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.

ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beauty' effects on photos can set unrealistic body-image expectations – creating feelings of inadequacy if a young person compares themselves unfavourably with other 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.

VISIBLE LOCATION

Snap Map highlights a device's exact position on a virtual map which is visible to other users. There are options to restrict who can see this information: all friends, only you (Ghost Mode) or selected friends. Snapchat also has real-time location sharing, which is intended as a buddy system to ensure friends have reached home safely – but which could also be used to track a young person for more sinister reasons.

Advice for Parents & Carers

TURN OFF QUICK ADD

The Quick Add feature 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 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

In 2021, Snapchat rolled out a new safety feature: users can now 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 that they rarely communicate with, to maintain their online safety and privacy.



DISCUSS AI

Although My AI's responses can often give the impression that it's a real person, it's essential that young people remember this certainly isn't the case. Encourage your child to think critically about My AI's replies to their questions: are they accurate and reliable? Remind them that My AI shouldn't replace chatting with their real friends, and that it's always better to talk to an actual person in relation to medical matters.



CHAT ABOUT CONTENT

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it's important to talk openly and non-judgementally about sexting. Remind your child that once something's online, the creator loses control over where it ends up – and who else sees it. Likewise, it's vital that children understand that some challenges which become popular on the platform may have potentially harmful consequences.



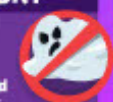
KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Snap Stories are visible to everyone your child adds, unless they change the settings. On SnapMaps, their location is visible unless Ghost Mode is enabled (again via settings). It's safest not to add people your child doesn't know in real life – especially since the addition of My Places, which allows other Snapchat users to see where your child regularly visits and checks in.



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 sexual images to them, your child can select the three dots on that person's profile and report or block them. There are options to state why they're 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.



NOS National Online Safety®
#WakeUpWednesday

Sources: <https://help.snapchat.com/en-gb/articles/125676657832-what-is-my-ai-on-snapchat-and-how-do-i-use-it> | <https://values.snapchat.com/en-gb/learn/early-warning-signs-of-risk-and-new-safety-enhancements> | <https://help.snapchat.com/en-gb/articles/125676657832-what-is-my-ai-on-snapchat-and-how-do-i-use-it> | <https://help.snapchat.com/en-gb/articles/125676657832-what-is-my-ai-on-snapchat-and-how-do-i-use-it>



@natonlinesafety



/NationalOnlineSafety



@nationalonlinesafety



@national_online_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 17.05.2023