



THE HARBOUR SCHOOL NEWS

Welcome to The Harbour School Newsletter, Spring 1, 2024.

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



Dear Parent/ Carers,

As we reach the end of another busy and exciting half term, I want to take a moment to update you on some of the achievements of our students and some upcoming changes within our school community.

1. Celebrating Achievements Across Campuses: It has been a half term filled with fantastic accomplishments across all our campuses. Students have been engaged in brilliant work, and the enthusiasm and dedication of both staff and students has been fantastic to see. There have been a number of offsite trips to bring learning 'to life' for our students, and the feedback from staff and external colleagues has been extremely positive. I am very much looking forward to hearing about more of these over the next half term.

2. Exam Results for Cosham Students: I am delighted to share that the exam results sat by our Cosham students before Christmas were excellent, they certainly bode well for the upcoming summer examinations. This success is a testament to the hard work and commitment of our students, supported by our dedicated staff. Well done to all!

3. Vanguard Functional Skills Exams: Last week, our Vanguard students completed their Functional Skills exams. Whilst we await the results, I am exceptionally proud to announce that the attendance rate for these examinations was over 90%. This achievement reflects the excellent efforts of both our staff and students. Well done!

4. Inset Days and Easter Holidays: Please be aware that we have inset days scheduled on March 27 and 28. Consequently, the last school day before the Easter holidays will be on Wednesday, March 26. I hope this provides you and your child with sufficient time to plan and enjoy a well-deserved break.

5. Changes to School Organisation: After the Easter holidays, we will be implementing some changes to how the school is organised, particularly in relation to the Tipner and Vanguard campuses. I will be writing to families after the half term to provide further details on these adjustments. This will not affect the Cosham, R&TS and BASE campuses.

I would like to wish you and your family a safe and restful half term. Thank you for your ongoing support, and I look forward to sharing more positive updates with you over the coming term.

Best wishes, Nick Morley, Headteacher



COSHAM CAMPUS

Karen Lemieux
Head of Campus

We have been very proud of the positive attitude that our Year 11s have shown this half-term, taking both Functional Skills and mock exams. Some have also begun to apply for college courses and apprenticeships, and our staff and careers advisor are always on hand to give lots of advice and support.



Cookery lessons in January were all linked to Veganuary, with the BTEC students making roasted Mediterranean vegetables, which they then made into stuffed flatbreads. Our younger students had a great time making vegetable soup too.

Every Friday, students are able to enjoy a little puppy therapy, and here is a lovely photo of Teddy, who had a great time meeting everyone again last week.



Our BTEC Sport students have been working hard on their 6-week Personal Exercise Plans



Our Year 11 students enjoyed a wonderful trip to the New Theatre Royal. They were given a tour, and were able to go on the stage, experiment with props and go backstage. They were surprised to hear about the many jobs and apprenticeships in the world of theatre that aren't just acting, from lighting to scenery and costume making to retail.

Our GCSE Art students have been working extremely hard to produce some stunning observational drawings.



REINTEGRATION AND TUITION SERVICE & HOSPITAL TUITION SERVICE

Kath Curtis, Phase Leader
Karen Lemieux, Head of Campus

This half-term we have been exploring a range of different topics both in our academic and emotional literacy learning. Our Year 11s have been very resilient in their determination to access mock GCSEs, ready for the beginning of this year's exam season in May, and we are very proud of their attitude and aptitude. With our mentors visiting pupils in the home, themes of sleep and friendship, alongside coping skills when feelings overwhelm, have been discussed with all, sharing their experiences and ideas. Kath has had the pleasure of being part of some of these lessons and was able to see for herself the amazing work that our staff do to support our pupils.

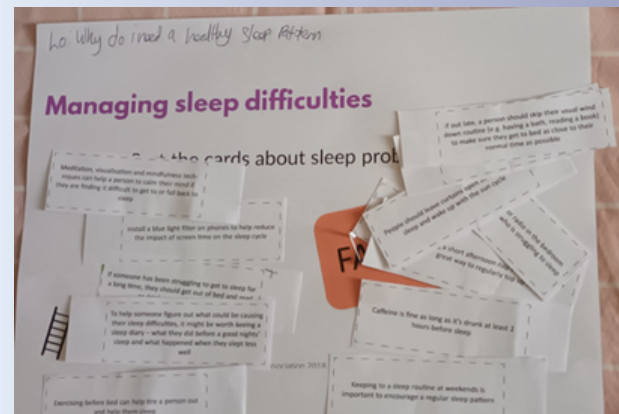
In English, KS3 have been exploring the idea of a dystopian world, with a particular book focus on George Orwell's '1984'. Pupils have been learning about the key features needed to create a dystopian world, some of the ambitious vocabulary that is part of this unit, and have created their own idea of a dystopian setting for a story. Below are two examples of our ideas

Braving myself, I proceed to walk down the pristine hallway of my school. Calling this place a school is like calling a cactus a rose, depending on who you ask in this hell-hole most-including me- people will tell you this place is like a prison although if you ask my treacherous teachers they'd probably call it something stupid like a learning paradise. Maybe they aren't completely wrong as this school is the number one recommended school in the country but there not the ones who have to follow so many rules in fact they help make and enforce the rules! Sometimes it feels like I'm exaggerating about how bad it is here and that it's normal to watch your peers be sick with worry every single day on whether or not their tie is exactly 120cm and that it sits just where their belly button lays or when I have to watch girls check each other's skirts to make sure it reaches their knees. Oh god. I only have another five minutes to be in class I don't even want to know what punishment I'll get if I'm not there on time, I've heard rumours of what happens when you don't follow the rules and the aftermath is not pretty I've seen my peers come out of detention with bruises covering their bodies just for voicing their own opinions that are against the teachers. Just as I'm outside my classroom (thank god I made it in time)

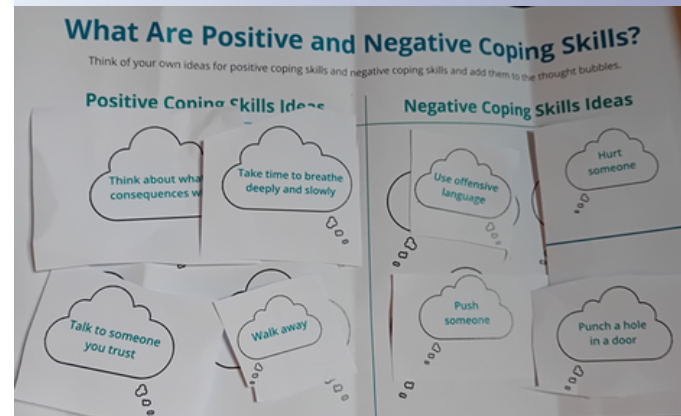
A male voice sounds out.

"Number 54, James William, come to the office immediately." Comes through the big, booming speakers

The head teacher never calls a student's assigned number unless they've personally defied his rules. The few students that are milling around on their break or on their way to class like I am look at him with pity they know just like I do that he's just been sentenced to death.



An example of an activity where a pupil sorted statements regarding sleep patterns and habits. Afterwards, there were discussions about how to develop better sleep practice so we feel readier for the day ahead.



An example of an activity where a pupil sorted statements regarding positive and negative coping mechanisms when feelings become overwhelming. Afterwards, there were discussions about how to develop and adopt positive coping mechanisms so we feel safer and happier.

Gazing down from my shattered apartment window, stood 3 foot away from an overflowed bin: another fight broke out. I sigh. A fight arranged, by the officials, in order to gain more supplies, a swift and discrete way to eradicate overpopulation. "It's a good idea, a way we can all learn to share!" they told us, like we had a choice to disagree. It's ironic, the way they tell us: "We all need to share, and care for one and another!", ignoring the fact that those who challenge their ideas, will end up... Removed, displaced. Swiftly looking away, as not to attract attention from others; I began to act 'normal' or 'emotionless', disconnected from the real events.

THE BASE

Sian Lacey
Head of Campus

It may have been a short half term but we still managed to pack in plenty of exciting opportunities. Several of our pupils use the Heart of Portsmouth Boxing Gym and here we can see a couple of our pupils receiving their bronze awards. Sport and fitness are an integral part of the curriculum here, with regular visits to the gym being a staple. As the weather improves in the coming months we are looking forward to the pupils enjoying some more adventurous activities with our new outdoor leader, Rick. Watch this space!



It's not all about the sport, cultural and natural history visits are just as important; more often than not they are combined with opportunities for creativity as well, with digital photography becoming very popular with several pupils. Included are some shots from one pupil's camera.

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.....



Please do not forget to apply to the college of choice for all year 11 pupils as soon as possible.

It doesn't matter if your child changes their mind once you have completed the application, this is quite common.



**City of
Portsmouth
College**



**HAVANT &
SOUTH DOWNS
COLLEGE**

SPARSHOLT
CAMPUS



SUPPORT AROUND THE FAMILY



ROLLIN' THROUGH POMPEY 🌙

FOR NEET
YOUNG
PEOPLE
AGED 13-19

✳️ *not in
employment, full-
time education or
training*

a film & photo journey of
skate history documented
by local young people.

WORKSHOPS
STARTING IN
FEBRUARY



for more info:
contact: chloe.little@motiv8south.org.uk /
07980903507
OR
zoe.laker@motiv8south.org.uk /
07803413916



@motiv8portsmouthandskillshub

SUPPORT AROUND THE FAMILY



Portsmouth SEND Local Offer



Young person's SEND survey

Have your say and help shape services for those aged 13–25 years old in Portsmouth with special educational needs and/or disabilities (SEND).



Complete the survey and make a difference today!

Visit portsmouthlocaloffer.org/survey

**SAVE THE
DATE**

**GCSE EXAMS
2024**

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

DO NOT BOOK HOLIDAYS IN THIS TIME.

SUPPORT AROUND THE FAMILY



Moving Forward 2024

Adults and young people with SEND or a learning disability are invited to Moving Forward, a free education, employment, health, and community support information event.

The free event will showcase services and employers across the city who support adults and young people with SEND or a learning disability.

Young people aged 14-24, along with their parents and carers, are invited to find out about opportunities available as they transition to adulthood. Information will be available on employability, health, independent living and community inclusion.

Adults, carers and professionals are invited to find out more about services in Portsmouth for people with SEND or a learning disability.

There's no need to book – just drop-in to find out about the many opportunities in Portsmouth for adults and young people with SEND or a learning disability.

This is a joint event, hosted by Portsmouth City Council, Solent NHS Trust, Solent Partners, The Careers & Enterprise Company, and the Portsmouth Learning Disability Partnership Board.

Event Details

19/03/2024

9.30am - 3.30pm

Victory Suite, Fratton Park

44 Frogmore Road,

Southsea,

Portsmouth,

PO4 8RA

In person



SUPPORT AROUND THE FAMILY



lets**talk**about it

Solent NHS Trust Sexual Health Service used feedback from partners and the public to make it easier to translate the Lets Talk About It website into different languages.

This change is hoped to benefit residents and professionals locally. The site has lots of useful information about sexual and reproductive health, including information about local services.

There is also a professionals section of the site to support the wider workforce. To view the changes, visit: Lets Talk About It.



Let's get everyone thanking school superheroes
Action icon

Thanks to your efforts, even more primary and secondary school staff are being recognised for going above and beyond in our community. However, there are still schools who don't have any thank you messages at all.

We need all primary and secondary schools to pull together and include information in email newsletters and on social media to encourage families and colleagues to get involved. Please use the text below with a link to our website to say thank you.

Thank you messages will be shared with schools alongside other goodies in June 2024.

Help us thank our school's superheroes!

We need your help to recognise staff in our school who have gone above and beyond for you. Teach Portsmouth are asking primary and secondary schools in the city to thank their school superheroes.

To do this, all you need to do is visit the Teach Portsmouth website and share your thank you message using their online form. It's as simple as that!

Thank you messages will be shared with us in June 2024 on a special printed document to display.



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 70550 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®

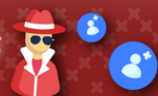
#WakeUpWednesday

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 'beautify' 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.



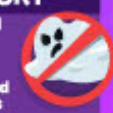
KEEP ACCOUNTS PRIVATE

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.



National Online Safety

#WakeUpWednesday

Sources: <https://help.snapchat.com/en-gb/articles/125679835832-what-is-my-ai-on-snapchat-and-how-do-i-use-it> | <https://values.snapchat.com/en-gb/news/early-learning-items-my-ai-and-new-safety-enhancements> | <https://help.snapchat.com/en-gb/articles/125679835832-what-is-my-ai-on-snapchat-and-how-do-i-use-it> | <https://help.snapchat.com/en-gb/articles/125679835832-what-is-my-ai-on-snapchat-and-how-do-i-use-it>



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