



DEER PARK

newsletter

FRIDAY 12TH JANUARY 2024

ISSUE 7

HEADTEACHER'S HELLO!



Dear Parents,

It is with great pleasure that I get to extend a warm welcome to Ms Watts who is taking over the reins of the reception area for us. We are delighted to have someone of Ms Watts caliber join our team and she has settled straight in.

As we welcome a new member, it is also a bittersweet moment as we bid farewell to the wonderful Miss Masters. Her dedication and hard work have been invaluable to our team, and her presence will be truly missed. We extend our deepest gratitude for the contributions she has made during her time with us - we couldn't have done it without her.

I hope you enjoy looking at what the students have been involved with since coming back from the festive break and have a restful and warm weekend - winter certainly seems to have finally found us!

Best wishes
Mr Jones

MEET MISS BRAZAO



My name is Miss Brazao. I teach French here at Deer Park Secondary School. I have also started teaching at Deer Park in September last year like some of the other teachers here, however, I have taught previously in a secondary school in Reading, where I have taught French but also Spanish. Although I was born in the United Kingdom, I was raised in Madeira Island, in Portugal and I lived there until I was 17 years old, which was when I decided to return to the U.K. to study Languages and Translation at university. As part of university, I have also lived in Lyon, France, for 9 months, where I have studied and practised my French.

I can speak 4 languages fluently: English, Portuguese, Spanish and French. I have also learnt German at school and lately I have been learning some Italian! Learning different languages and about different cultures is what pleases me the most. I love travelling and so far, I have been to 11 different countries, however, I am hoping to get to know many more in the upcoming years.

Besides travelling, I also love sports. I used to swim professionally when I was younger and got to do many national competitions around Portugal. I have also played handball, which is a sport that I love and have done some ballroom dancing.

So far, my journey at Deer Park School has been fantastic and the students have been great and shown such enthusiasm to learn a different language. It is really amazing to see how much French the Year 7's already know since the start of September and how much effort the Year 8's and Year 9's are putting into French. However, there are so many more exciting opportunities coming up for all students and I am sure they will be ready for it!

Kind wishes,
Miss Brazao

YEAR 7

Happy New Year Team 2028! I hope you all had a wonderful festive period with those closest to you. There will be lots of exciting activities and trips available to you all during 2024, it will be fantastic to see you all getting involved. During the first week back I have been into classes and you continue to surprise everyone with your depth of knowledge as a cohort!

On Thursday 11th January, we had our whole year group photo - I'm sure that this will become a treasured memory for you all as you grow and progress through Deer Park. It will also be fun to compare it with your Year 11 one in the years to come!

Kind wishes, Mrs Wilson

YEAR 8

Deer Park Citizen

This year our Deer Park Citizens are in Year 8, where students will have the opportunity to take part in a number of different activities which grow character and develop life skills.

These achievements will be recognised through our tutor programme. As part of this, students will be invited by their Director of Progress and Achievement to help our main office and receptionist. On their nominated day, students will be based at reception for Period 1 and Period 2 and may be asked to continue to help throughout the day if reception is particularly busy. An invitation will be sent to students the week before their nominated day which will include helpful reminders as per below.

Wear full school uniform
Bring a warm, waterproof coat, chromebook and bottle of water.

This is an invitation to students and not a compulsory requirement. Many students have completed this already this year and done a fantastic job.

Keep up the great work Year 8,
Mr Gregory

YEAR 9

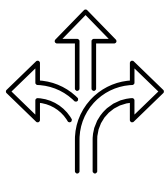
Happy New Year to you all; I hope you enjoyed a restful break and are ready for all that 2024 has to offer. We started the first week back looking at resolutions in tutor time and in assembly, and how these can help us to focus at the start of a term. Having received their first set of report data just before the Christmas break, there may be specific subjects or more general areas where your son or daughter thinks a resolution may be appropriate to address an issue that may have come up from the first term.

At the end of my assembly, I showed a clip from Matthew McConaughey (a frequent actor who appears in my assemblies!) to remind students that whilst setting resolutions can be healthy and a good thing to do, it's important that they also take some time to congratulate themselves on positive things that have happened in previous years, so that they can build on these successes.

It's good to have you all back, Year 9 - let's take 2024 by the horns!
Mr Smith

Pathways - Year 8

This term we will begin our pathways process with Year 8. Over the coming weeks we will continue to share information with both students and parents on our process. Our Parent support programme for Pathways is on the 25th January 5.30-6.30pm. If you haven't signed up yet please do so using this [form](#)



Report data - Year 8

Year 8 report 1 data has now been collected and will be emailed to parents shortly. The report data will be shared with students in school and students will have the opportunity to discuss their data with their class teachers as well as having time to reflect on this with their tutors.

ABSENCES

Please, where possible, could you contact us before 8.30am if your child is unable to attend school.

Absences can be recorded via the Insight App or by e-mailing absence@deeparksecondary.org.

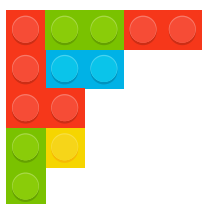
Alternatively please call the school on 01489 351100 and select option 1 to report your child absent.

TERM DATES FOR THIS ACADEMIC YEAR

PLEASE CLICK [HERE](#) TO VIEW TERM DATES FOR THIS ACADEMIC YEAR (2023-2024).

EXTRA CURRICULAR CLUBS

Please find attached this half term's Extra Curricular timetable. Students are still welcome to join any club that they haven't already signed up to even if they have already begun



Extra Curricular [Spring Term 1](#)



Lost Property

All lost property is kept in the hygiene room (next to first aid). If your child(ren) has lost anything, please ask them to collect anything that belongs to them. Thank you.



LOST

PROPERTY





SUBJECT SPOTLIGHT: EDUCATION FOR LIFE



This half term we are focusing on our third theme 'Living in the Wider World'.

All Year groups

Students will be looking at a range of national and international events in order to enhance their understanding of Living in the Wider World. These include:



Martin Luther King Day
Holocaust Memorial Day
World Religions Day
Safer Internet Day



Please see below for a brief outline of what each year group will be studying in their Education for Life lessons and Tutor sessions this half term:

Year 7: Developing Skills and Aspirations

This topic encourages students to think about their futures and develops any ideas that they might have already. Themes will include looking at Careers and the Future, goal setting, different transition points in someone's life and how these can be affected by external influences and taking account of personal qualities and skills that students already have.

Year 8: Setting Goals and Pathways

This topic is to develop thoughts towards next year and making sure that Pathways choices selected are the best suited to every individual. Topics include thinking about exploring careers, making decisions about Key Stage 4 and thinking about the various subjects that are on offer.

Year 9: Healthy Lifestyles (Health and Wellbeing)

In this unit, students will explore health and wellbeing, including looking after your emotional wellbeing. Students will be looking at a number of examples of positive coping strategies to support their wellbeing. They will also be looking at self determination in relation to the issue of Euthanasia, along with religious arguments for & against. This unit also includes a series of lessons on first aid teaching them these vital skills. Year 9 are completing a different theme to the rest of the school so that their work on Living in the Wider World next half term links in with their Careers education in Spring Term 2.

More details about the whole curriculum and how it aligns with the RSE framework can be found by watching this [video](#).

Further information about the RSE curriculum is also available on the [Department for Education website](#).

Literacy

I just wanted to take this opportunity to say a massive thank you to all of the parents and guardians who made a contribution to our 'Classics for Christmas' collection. The amazing total raised means that we have been able to order over 50 classic texts for our library. It is so important that all pupils have the opportunity to read and enjoy challenging books from among the world's greatest literature and you have all made this possible.



Happy New Year.

Mrs Smith
Literacy Coordinator

THANK
YOU

Physical Education & Sport Update

Team updates | Congratulations to the year 7 netball team on their first week at the Southampton league event.

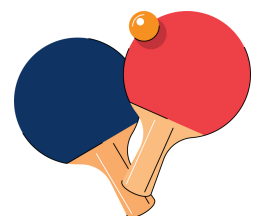
New | Rugby Club starting on Monday 15th January 3-4pm. We look forward to seeing a range of students as we look to grow the game here at Deer Park.

KS3 Year 7 & 8 | We have seen some fantastic performances from year 7 in their introduction to gymnastics recently, whilst year 8 have been exploring a new topic, table tennis. Well done to all those who have completed the outdoor 1 mile run this week to earn a gold eRef. Please continue to pack your extra layers for outdoor lessons. . We shared with pupils local community events that occur and highlighted Dowd's farm park run and Whiteley which are free local events for those who may wish to experience more running events. Well done Year 7 & 8

KS4 GCSE PE | Quick fire questions to support your child's learning
What is EPOC?

How do professional athletes recover from exercise?

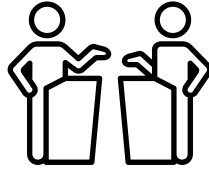
Monday 15th January | Congratulations to the Year 9 GCSE PE Badminton students who have been selected to play against Swanmore on Monday. Good luck!





VOTES FOR SCHOOLS

**Empowering young voices, building oracy, confidence
& critical thinking.**



Votes for Schools is a weekly current affairs-based voting platform designed to engage young people in political and social issues. Through weekly discussion and voting, not only are voters learning about the world around them, but they are also becoming active citizens and preparing for participating in our democratic processes as adults. As a school all students will be taking part in this vote once a week in a tutor session. Below are some great ways for you to get involved in the conversation!

- 1. CHECK OUT THE WEBSITE** - At 4PM every Friday, the latest VoteTopic goes live! Check out the website - www.votesforschools.com - to see what students will be debating in the coming school week.
- 2. DISCUSS THE TOPIC AT HOME** - Ask your child to give arguments for each side of the debate to encourage critical thinking
- 3. DISCUSS THE RESULTS** - When the new VoteTopic is available, the results of the previous topic will be too! Why not ask your child how they voted and why?
- 4. BRUSH UP ON YOUR KNOWLEDGE** - Read up on any topics your child is discussing or have discussed to see what your take on it is. For more sensitive topics, Votes for School also provides a list of useful resources and organisations where you or your child can find out more or seek support.
- 5. SHARE YOUR IDEAS** - Talk to your child about which issues they would like to see discussed at Votes for Schools. That way we can let them know their thoughts and it may become a national voting topic!

WANT TO KNOW MORE? If you would like to know more about Votes for School please visit the website www.votesforschools.com.



CAREERS FAIR

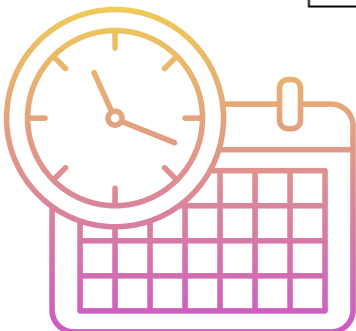
We are looking forward to hosting our annual Careers Fair on Wednesday 17th January. Students from Years 8 and 9 will have the opportunity to meet a variety of guests who have given up their time to support the event and talk to our students about possible future career opportunities.

Thank you also to those parents who have volunteered to come in also. Just a reminder that Year 8 and 9 parents are welcome to come back with their child between 3.15 and 4.15 to attend the Career Fair also.



UPCOMING DATES

Date	Activity	Year Group
17.1.24	Careers Fair	Years 8 & 9 (during school day) Parents of Years 8 & 9 15.15-16.15
19.1.24	Year 9 Teenage Booster Immunisation	Year 9
25.1.24	Year 8 Pathways Evening	Year 8



P.A.C.E.

2024
PARENT, CARER & PROFESSIONAL EVENTS



Hampshire Child and Adolescent
Mental Health Services

2024 PACE Events

Free health & wellbeing events for all parents, carers & professionals who support or work with young people

DATE	LOCATION
Friday 26 th January 2024	Gosport St Vincent College, Mill Lane, Gosport, PO12 4QA
Thursday 22 nd February 2024	Basingstoke Queen Mary's College, Cliddesden Rd, Basingstoke, RG21 3HF
Monday 11 th March 2024	Andover Testbourne School, Micheldever Rd, Whitchurch, RG28 7JF
Friday 19 th July 2024	Waterlooville Oaklands Catholic School, Stakes Hill Rd, Waterlooville, PO7 7BW
Wednesday 25 th September 2024	Winchester Winchester United Reform Church, Jewry ST, Winchester, SO23 8RZ
Monday 7 th October 2024	Havant Trosnant Infant School, Stockheath Lane, Havant, Hampshire, PO9 3BD
Thursday 21 st November 2024	New Forest Lyndhurst Community Centre, Main Car Park, Lyndhurst, S043 7NY

BOOK YOUR WORKSHOP SPACE AT: hampshirecamhs.nhs.uk/events

PACE ITINERARY

TIME	WORKSHOP 1	WORKSHOP 2
9:30 - 10:30	<p>Supporting a child with eating difficulties including ARFID This workshop solely focuses on eating disorders as a mental health disorder for young people. This will cover Avoidant Restrictive Food Intake Disorder is a feeding and eating disorder. People with ARFID find it hard to eat enough for healthy growth, development and functioning.</p>	<p>Supporting trauma recovery Understanding the impact of trauma on children and young people and how together we can help them to recover.</p>
10:45 - 11:45	<p>Introduction to managing ADHD - ADHD Team What is ADHD? Spotting the signs and symptoms from 5 years to 18 years. How to support a young person with symptoms of inattention, hyperactivity and impulsivity with or without an ADHD diagnosis.</p>	<p>Supporting a young person in crisis & managing self-harm Supporting a young person in crisis & managing self-harm.</p>
12:00 - 13:00	<p>Coping and resilience strategies to support children & young people Exploring the terms coping and resilience - what are they and how might we build coping and resilience into our lives. This workshop uses easy to understand metaphors that can be shared with children to help them to explore their own coping and resilience.</p>	<p>Introduction to autism What is Autistic Spectrum Condition? Spotting the signs and symptoms Diagnosis: the process and things to know about the diagnostic assessment How to support a young person with ASC.</p>
13:30 - 14:30	<p>New Understanding and supporting a young person with Obsessive Compulsive Disorder (OCD) This workshop aims to give an introduction for parents and carers supporting a young person with Obsessive Compulsive Disorder (OCD). It will provide information regarding what OCD is, how this develops and what keeps it going. It will give an overview of the treatment options for OCD and ways family members can support a young person at home.</p>	<p>Looking after yourself to support your child This workshop will focus on the needs and challenges for parents and carers, as well as provide a range of practical advice and strategies around how to look after yourself in order to better support the wellbeing of your child.</p>
14:45 - 15:45	<p>New Disability, difficulty, SEND & mental health An awareness session to offer a space for Q&A around Learning needs and how Mental Health issues can present; difficulty with language used when children and young people have varying learning needs with or without formal diagnosis.</p>	<p>Understanding & managing anxiety What anxiety is and how to spot the signs and symptoms of anxiety in children and young people. How to support a child and young person who experiences anxiety with practical strategies.</p>
16:00 - 17:00	<p>Coping and resilience strategies to support children & young people Exploring the terms coping and resilience - what are they and how might we build coping and resilience into our lives. This workshop uses easy to understand metaphors that can be shared with children to help them to explore their own coping and resilience.</p>	<p>Supporting a young person in crisis & managing self-harm How to recognise crisis and how crisis develops. How emotional regulation difficulties can lead to mental health crises such as becoming suicidal or self-harming.</p>
17:15 - 18:15	<p>New Introduction to managing & supporting a young person with Tics and Tourette's This workshop aims to give an introduction for parents and carers supporting a young person with Tics & Tourette's. It will provide information regarding what Tourette's is, how this develops and what keeps it going. It will give an overview of the treatment options and ways family members can support a young person at home.</p>	<p>New Supporting your autistic child to thrive This two-hour workshop will consider what areas of life can be challenging for autistic young people. We will think about how we can adapt our communication and the environment around the young person to make life easier and more suited to their needs. We will discuss practical changes that can be made in all the areas and give example of what these look like in real life. We will support you to think about the specific needs of your child and develop the beginnings of an individualised plan, providing the opportunity for discussion with other group members and the facilitators.</p>
18:30 - 19:30	<p>Introduction to managing ADHD What is ADHD? Spotting the signs and symptoms from 5 years to 18 years. How to support a young person with symptoms of inattention, hyperactivity and impulsivity with or without an ADHD diagnosis.</p>	

An National Online Safety, an initiative in partnership with parents, schools and trusted adults will offer information to help you understand online safety, about online safety with their children, if you'd like to help to protect. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guidance, advice and support for schools.

What Parents & Carers Need to Know about

TIKTOK

THE RESTRICTION 13+
(Certain features are restricted to over-13s only)

TikTok is a free social media platform that lets users create, share and watch short videos ranging anywhere from 15 seconds to 10 minutes in duration. The app gained notoriety for its viral dances, trends and celebrity content and can be a creative, fun platform for users to enjoy. Now available in 75 languages, it has more than a billion active users worldwide (as of spring 2022) and is most popular with the under-18 age bracket. In fact, a 2022 Ofcom report found TikTok to be the most used social media platform for young carers, particularly among young people aged 12 to 17.

WHAT ARE THE RISKS?

AGE-INAPPROPRIATE CONTENT

While TikTok's "Following" feed only displays videos from users you've chosen to follow, "For You" is a stream of clips based on their previously watched content. While videos can be posted "For You", they will show to the wider feed, restricted and censored, but it could potentially surface concerning visualisation. TikTok's guidelines prohibit the sharing of adult or inappropriate content, but the sheer volume of content mean they aren't necessarily monitored each video.

DANGEROUS CHALLENGES

Due to TikTok's immense popularity, some young people have unfortunately been influenced or video challenging them to perform stunts or dangerous activities. One extreme example was the "Ice Bucket Trial", which encouraged users to hold their breath until they passed out from a lack of oxygen. If not for the fact that it was widely reported, it could have the tragic result of an early death.

CONTACT WITH STRANGERS

With around 1.1 billion users globally, it's guaranteed to connect users from all over the world. It's easy to connect with people from other countries, and you can choose to make your profile public to everyone or private. However, if your profile is public, anyone can see your videos and contact you via direct messages.

IN-APP SPENDING

TikTok is free, but users have the option to buy virtual coins, which can be used to purchase a range of in-app items. These include the ability to send virtual gifts to other users for videos they've watched. Coin balances range from 25 to 100 an eye-opening size. 100 can be used to buy a virtual gift, but it's possible to spend this with a few minutes.

ADDICTIVE NATURE

TikTok can be addictive, especially for young people. Research has shown that use can interfere with sleep patterns and be a distraction from other activities. The platform recently introduced parental controls, with levels of 30 and 120 minutes for non-members under 18 (on the 18+ children with 100% coverage 120 minutes per day on the app), but these restrictions can easily be removed in the settings.

TIKTOK NOW

Introduced in late 2018, the "TikTok" name became the users' point of entry into the app. It's a social network where users can post and watch videos. It's a social network where users can post and watch videos. It's a social network where users can post and watch videos.

Advice for Parents & Carers

ENABLE FAMILY PAIRING

Family pairing allows parents to link their TikTok account with their child's and manage their settings remotely. Parents can, for example, turn on Restricted Mode (reducing the chance of a child seeing inappropriate content), set screen time limits, and manage their child's ability to send messages (and to receive). Children can't alter these settings without parental approval.

MAKE ACCOUNTS PRIVATE

Although under-18s will have their TikTok accounts set to private by default, registering the account is important. Family pairing can help you to monitor what your child is doing. It's important to ensure that your child's account is private – meaning that their videos won't be visible to strangers and they won't be able to receive messages from people who aren't on their "Friends" list.

LIMIT IN-APP SPENDING

If your child is using an iPhone or Android device, you can set up Family Sharing to manage their in-app purchases. We'd recommend that you disable this feature, as it's quite easy for a young person – without realising what they're doing – to spend a significant amount of real money buying lots of coins as they scroll through features of the app.

DISCUSS THE DANGERS

If your child wants to use TikTok and you're happy for them to do so, it's good to talk about the potential risks of that type of app. For example, ensure they understand not to share any identifying personal information – and that they realise they could be exposed to inappropriate content. Talking critically about what they see on TikTok can help children become generally more social media savvy.

READ THE SIGNS

If you're concerned that your child might be spending too much time on TikTok, or that they've been negatively affected by something inappropriate or upsetting that they've seen, it's important to know how to spot the possible signs, increased irritability and a lack of concentration are potential red flags. We are going to complete homework or regularly not going to school.

Meet Our Expert

Clary Pagnis is an experienced technology journalist with a track record of more than 10 years in the industry. Previously the editor of Tech Radar, The Register, Clary is now a freelance technology journalist, editor and consultant.

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ACCESS TO INFORMATION

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