



MacIntyre Academies  
Quest Academy

## FEBRUARY 2021 EDITION 2 NEWSLETTER

Trust INSET (no learners on site)	Friday 5th March 2021
INSET day (no learners on site)	Monday 8th March 2021
INSET day (no learners on site)	Tuesday 9th March 2021



“Quote of  
the week”

*“Reading is to the mind what  
exercise is to the body.”*

*Richard Steele*

# WELCOME

Dear Parents/Carers,



What a lovely and sunny start to our term, it was so wonderful to see everyone back and looking refreshed. I have been really impressed with the amount of work and learning I have seen being completed in class this week, and we continue to share amazing examples of this via our website, [Celebrating Online Learning](#) and in our newsletter. If ever there is anything you would like us to include in our newsletter please email this through to Toni-Anne via [toni-anne.eagles@macintyreacademies.org](mailto:toni-anne.eagles@macintyreacademies.org)

In this edition we have featured a few awareness days and initiatives, including World Book Day on Thursday 4th March. Learners are welcome to dress up as their favourite book character or in their pj's (please remember though we have young learners and to keep outfits/ costumes appropriate).

**We will be testing learners as normal on Monday and Thursday next week, ahead of the introduction of home test kits the following week.**

In the last edition we mentioned learners would be receiving their Roadmaps. Now all learners will be retuning to school on the 10th, we would like to talk this through with them first before sending home on 12th March.

I hope you continue to find our newsletter helpful and insightful.

Kind regards,

*Nicola Wells.*

## HOW TO WEAR A FACE COVERING



Wash your hands before touching the mask.



Only touch the straps of the face covering.



Cover your mouth and nose.



When you take your face covering off, use the straps.



Some face coverings can only be used once. Put these in the bin.



Some face coverings can be washed and used again. Take these home.



Put your face covering in a plastic bag to keep it clean.



Wash your hands again.



# NATIONAL AUTISTIC SOCIETY – OUR LETTER TO SUPERMARKETS



Published on 15 January 2021

With lockdowns in force across the UK, we are reminding supermarkets of their duty to their disabled customers and the importance of exemptions around face coverings. This week our chief executive, Caroline Stevens, wrote to supermarkets to ask them to make sure they're considering the needs of their autistic customers in their plans and that they're supporting staff to understand the exemptions, particularly around hidden disabilities.

Caroline said: "The Government's facemask exemptions include some autistic children and adults who cannot wear a face covering safely, whether because they have extreme sensitivities that makes it feel like they're being smothered or they don't understand the rule and would be constantly trying to remove their mask.

"For many autistic people, the threat of being challenged or even abused for not wearing a facemask could be so anxiety provoking that it might prevent them from even attempting to visit the supermarket in the first place. Being autistic does not place a person on the 'clinically extremely vulnerable' list, which would enable them to get priority delivery slots, so this situation could genuinely risk leaving some vulnerable autistic people unable to get essential food and provisions.

"As the UK's leading charity for autistic people and their families, and on behalf of those autistic people across the UK, we hope supermarkets are able to offer some assurance that autistic people who are unable to wear masks will be considered in their plans. We know that this could make a real and positive difference during this difficult and challenging time."

You can read Caroline's full letter [here](#).

## Further information

Find out about the latest [Coronavirus rules](#), including [exemptions around face coverings](#) for people who can't safely wear a mask. Not everyone can wear a face covering. If you want to try, but are unsure or have found it difficult, take a look at these [tips on wearing masks](#) from our autistic colleagues.

## Book of the Week

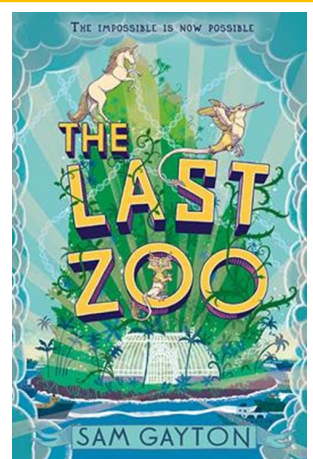
### The Last Zoo

by Sam Gayton

Pia lives on the last zoo: a floating armada that houses the strangest collection of creatures the world's ever seen, from genies to mirror-orangutans to humming dragons. Collectively called 'voilas', they each have a special ability, and everyone hopes these will help save the world from environmental catastrophe.

Pia looks after the angels, their greatest hope. Then one morning they vanish.

Panicked, she desperately searches the zoo for any sign of them – but finds something else altogether. An invisible creature is stalking the zoo, sinister forces are at work, and Pia and her friends must find a way to stop it before everything falls apart.





# CELEBRATING LEARNING

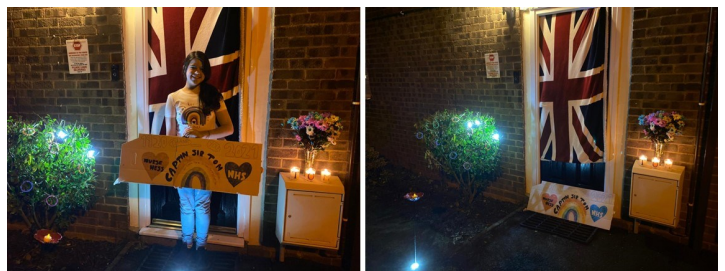
**JK ROWLING:** In English we created poems for Valentine's Day using synonyms, simile and metaphor. We have also been having fun with Arts and Crafts and using fine-motor Chopstick Skills to celebrate Chinese New Year.



**ALAN TURING:** We have been creating an information leaflet about Hercules and his 12 labours, plus looking at the model verbs and how we use them within everyday sentences during our English lessons. During maths we looked at equivalent fractions and during food tech we made delicious pancakes. We also completed our Minecraft cities project during our creative curriculum lesson. We finished off our half term by discussing 'The rights of a child' and how sharing what we think that means for us before finishing off our day enjoying our in-class cinema experience with yummy popcorn.



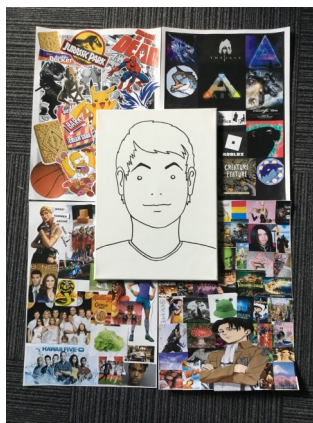
**GEORGE ELIOT:** Ruby's Tribute to Sir Tom. —> Grace baking she found the recipe, wrote a list of what was needed, weighed it, following all the instructions and wrote up what she did whilst her yummy carrot cake was cooking!



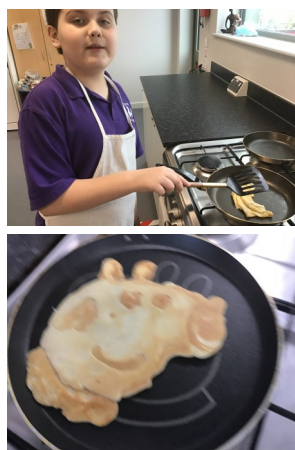
**SHAKESPEARE:** Euan, Benjamin and Adam have been busy baking in food tech, looks delicious!



**WINSTON CHURCHILL:** The class have been working on a Creative Curriculum project. They began by creating amazing collages all about their likes and hobbies. They have now started working on creating self-portrait canvases in the style of artist Julian Opie.



## PANCAKE FUN AT QUEST



International Women's Day is annually held worldwide on 8th March.

It is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity. Significant activity is witnessed worldwide as groups come together to celebrate women's achievements or rally for women's equality.

Much progress has been made to protect and promote women's rights in recent times. However, nowhere in the world can women claim to have all the same rights and opportunities as men, according to the UN. The majority of the world's 1.3 billion absolute poor are women. On average, women receive between 30 and 40 percent less pay than men earn for the same work.

The campaign theme for International Women's Day 2021 is 'Choose To Challenge'. A challenged world is an alert world. And from challenge comes change. So let's all #ChooseToChallenge.

## A quick guide to protecting your children from online hate, extremism and fake news



The pandemic has meant that children are spending more time than ever before learning and socialising online. Parents are juggling new technology alongside working and navigating the risks children face online. This interactive guide focuses on the risks that online hate, extremism, and fake news pose and how parents and carers can minimize those risks.



This guide has information, links and resources to help you:

- Understand the risks and issues.
- Know where to get help.
- Find resources.
- Develop practical strategies.
- Start conversations.
- Build your child's digital resilience.



A lie can travel halfway around the world while the truth is putting on its shoes.



Mark Twain

### Risks and Tactics

**Extremists** use the internet and social media to spread their ideology, hate, fake news, and conspiracy theories. They actively **target, exploit and groom children and young people**.

They know young people are using the internet much more, quite often by themselves, and so utilise these opportunities to exploit and recruit.

They frequently do this by exploiting our emotions, deeply held beliefs, and values and are increasingly using the social isolation, anxiety, and fear that many children are experiencing because of the pandemic.

A common approach they use is to spread misinformation to **generate anger and outrage**. Teaching our children not to **fall for this trick** is one of the most important things we can do to protect them from grooming by extremists.



Frequently used tactics includes memes, making alterations to photos, videos, and documents and using them out of context.

They make up quotes and social media posts for popular public figures. Especially ones that children and young people look up to and follow online. Their aim is to draw children into conversations and encourage them to share misinformation and hate.



Extremists often pick a genuine local issue or concern and use it to spread lies, fear and hate about the group they're targeting.

# Where to start?

The most important thing parents and carers can do is talk to the children and young people in their lives about what they enjoy doing online. Talk about what they think isn't so good about being online and how to make it better. Keep talking as your child grows up and becomes more independent online.

Find out what's their plan for when things go wrong or get them down. Consider having a **no blame rule**, so that they'll talk to you when things do go wrong. If they're worried about being told off or having devices confiscated, they may decide to keep things to themselves and small issues could become big ones.



The more a stranger knows about your child, the easier it is to groom them and gain trust. Only share with trusted friends and family.



## Support, ideas and resources

Click on the topics below to learn more about how to keep your child safe and support their wellbeing online. Learn how to identify misinformation, talk to children about hate speech and spot the signs they could be being groomed by extremists or other online predators.

### Educate Against Hate

Messages of hate can take many forms. Extremist groups use them to recruit young people. Parents can find answers to common questions and resources to help protect their child from being groomed by extremists as well as ideas about how to talk to children about hate and extremism and where to seek help.



### Fact Check

Know how to fact check and have a link to a reliable fact checking site on your devices.

### How to know what to trust

This guide from the News Literacy Project is great place to start.



### Conspiracy Theories



Conspiracy theories have grown significantly in the past year they have been fueled by the confusing and unsettling nature of the pandemic and have resulted in people being drawn into extremist groups, committing violent and criminal acts. They can also be deeply disturbing and unsettling for children and young people who come across them accidentally online. The video in this link explains why they are dangerous.

### Common Sense Media



This website has the latest research, tips, and tools on what really keeps children safe online. Which privacy settings should you use? What are the ins and outs of parental controls? Get tips on everything from the basics, such as smart usernames, to the big stuff, such as appropriate sharing. Plus, lots of resources and strategies to look after your child's wellbeing online. What are the pro's and con's of Roblox, TikTok, Instagram or how to talk to teens about online predators?



# EATING DISORDERS AWARENESS WEEK

Monday 1st—Sunday 7th March 2021.



Eating disorders are as diverse as the people they affect, they are serious mental illnesses affecting people of all ages, genders, ethnicities and backgrounds. People with eating disorders use disordered eating behaviour as a way to cope with difficult situations or feelings. This behaviour can include limiting the amount of food eaten, eating very large quantities of food at once, getting rid of food eaten through unhealthy means (e.g. making themselves sick, misusing laxatives, fasting, or excessive exercise), or a combination of these behaviours.

It's important to remember that eating disorders are not all about food itself, but about feelings. The way the person treats food may make them feel more able to cope, or may make them feel in control, though they might not be aware of the purpose this behaviour is serving. An eating disorder is never the fault of the person experiencing it, and anyone who has an eating disorder deserves fast, compassionate support to help them get better.

## Why does someone get an eating disorder?

We don't know the exact answer, but research is leading to better understanding. We know it could be down to someone's genetics or biology – there's lots of research into how the brain works that's starting to tell us more.

Eating disorders can be triggered by many things. These might be significant life events, like moving house or school, parents splitting up, or someone close to the person passing away. They could be things like stress from school work or trouble with their friendship group. People may also experience pressure from classmates, social media, and things like adverts, that makes them worry about the way they look and feel the need to change. These aren't the only reasons – we'd run out of room if we tried to list them all!

Anyone of any age, gender or background can have an eating disorder.

## What happens when someone is diagnosed with an eating disorder?

Depending on their eating disorder and other factors, a person will need to see their doctor, school nurse or other healthcare professional to access treatment. For bulimia and binge eating disorder, self-help may be recommended first – for example, keeping food and mood diaries. If someone is diagnosed with anorexia, they will probably be advised to access outpatient treatment such as therapy first of all. Sometimes they may need inpatient treatment, and during this they will usually stay in the hospital full time.

Full recovery from eating disorders is possible.

This is the first time a specific eating disorder has been chosen as the theme for Eating Disorders Awareness Week. One in fifty of us will experience binge eating disorder in our lifetime. It is the most common but least understood eating disorder. It is especially difficult to find treatment and often people with binge eating disorder experience significant shame and fear in reaching out for support. In November 2020, 29% of contacts to Beat's Helpline were about binge eating disorder but only 6% of the media coverage we generated in the last year spoke specifically about binge eating disorder.

## Looking for support?

**Youthline:** 0808 801 0711 [fyp@beateatingdisorders.org.uk](mailto:fyp@beateatingdisorders.org.uk)

**Studentline:** 0808 801 0811 [studentline@beateatingdisorders.org.uk](mailto:studentline@beateatingdisorders.org.uk)

Visit [beateatingdisorders.org.uk](https://beateatingdisorders.org.uk) for more information and online support services

@BeatEDSupport BeatEDSupport

## How can I help?

Eating disorders don't just affect the person involved but their family and friends too. Here are some ways you can help:

- 1. Talk to them.** Ask if things are okay, if there's anything they want to talk about, and if there's anything that would help, and remember they are still a person and more than just their eating disorder.
- 2. Learn about eating disorders.** Having knowledge can help you understand why the person is behaving like they are, and lets them know you care. Beat's website contains lots of information about eating disorders.
- 3. Stop the body talk.** We can all be guilty of talking about body shape and weight, but it can be an extra sensitive subject for someone with an eating disorder.
- 4. Make sure they know you're always there to listen and support them.** But don't feel you have to make every conversation about their eating disorder. It can be helpful to both of you to take your minds off things with the same conversations you'd usually have.

When you care about someone, it's understandable to want to fix things.

Remember eating disorders are complicated, and your friend or family member might need support from doctors to get better.

Sometimes the person doesn't think they need help or just isn't ready to talk. Remember that's not the person you know but the eating disorder taking over. Trust your instincts – if you're worried, tell a parent or another trusted adult what's going on.





# EATING DIFFICULTIES IN CHILDREN WITH DISABILITIES

There are a number of things that may influence the development of eating/feeding difficulties in young people with disabilities. They may have had medical difficulties that have influenced their early feeding experiences. This can disrupt their ability to learn to eat appropriately according to their developmental stage. For example, if a child has previously been fed by nasogastric tube, they may have missed out on early opportunities to become familiar with food and eating. Babies and children who have had difficult early experiences with food (e.g. gastro-oesophageal reflux, choking or gagging) may learn to fear eating as they associate it with pain and discomfort, and so avoid and reject food. Babies who have difficulty with breathing can find it difficult to learn how to coordinate sucking, swallowing and breathing. Children with epilepsy or heart conditions commonly have difficulties with eating, and tiredness associated with this may also impact on their ability to eat effectively.

Children and young people with an autistic spectrum disorder (ASD) commonly show eating difficulties such as food refusal, selective eating, over-eating and behavioural problems at mealtimes. They may have a preference for routine and sameness, and this may mean that meals need to be at the same time everyday, in the same place. This may also extend to them wanting to eat the same foods every day. People with ASD often pay close attention to detail and may become upset if the positioning of food on a plate is altered, or food is slightly over/undercooked (even if you may not notice this). They may become upset if food packaging is altered. Sensory difficulties experienced by people with ASD mean that a child may be particularly sensitive to texture, taste, smell and noise, which will affect what and where they eat.

## Care-givers responses to eating difficulties

Often a child's lack of interest in eating can turn into a power struggle, even when the initial underlying cause of the difficulty is medical. A child refusing to eat can cause great stress for parents and care-givers. Parents worry that their poor eating will lead to illness, malnutrition, weight loss and life-long problems. In addition, often parents work very hard to prepare a nutritious meal for their child, and understandably feel angry and upset when their child refuses to eat it. These situations can result in parents pleading, urging, criticising, threatening or punishing children for not eating. Unfortunately children may then learn that this is a way of controlling or getting a reaction from parents. When eating becomes a battle of wills, parents cannot win by forcing their children to eat. Force will only aggravate the problem and children may even choose to endanger their health rather than give in.

## Things to Consider:

Try to relax.	Try to have a regular time for meals each day.	Before each mealtime ask your child if they would like to help.
Invite your child to assist you in serving the meal.	Give your child a warning before serving the meal.	If your child interrupts, demands or whines during meal preparation, describe the problem behaviour.
Interrupt what your child is doing every so often to praise your child for appropriate behaviour.	Eliminate constant snacking and junk food.	Have time limited meals.
Offer limited choices.	Consider your child's hunger level.	Serve small portions.
Use natural or logical consequences.	Gradually increase food variety.	Assess and alter the environment.
Ignore picky eating and bad table manners.	Praise good eating and table manners.	Reward good eating and behaviours.



## FAIRTRADE FORTNIGHT

22nd February - 7th March 2021

This [Fairtrade Fortnight](#), choose the world you want and think about the power you have to make a difference in the world! Our choices as individuals can make a huge difference to the lives of people around the world, and the planet we all share.

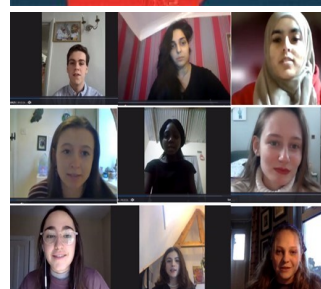
### Inspiring young people across three continents share their stories of change

'You can change the world!' by Margaret Rooke is a book that tells the stories of more than 50 of today's teenagers who've dared to change the world they live in. It was written to show other teens they can do the same. The book explores young people's experiences of being volunteers, social entrepreneurs and campaigners, online and beyond. They explain how they have survived in a world often obsessed by celebrity, social media and appearance, by refusing to conform to other's expectations. You can buy a copy of the book at Waterstones, local bookshops and online.

In celebration of Fairtrade Fortnight 2021, Margaret Rooke has reunited with nine inspiring young people to bring you a moving live discussion, about their stories, to inspire others to achieve, against all odds.

If you want to create genuine impact in the world, this book and discussion may be the encouragement you need. The interviews cover environmental change, dealing with cyberbullying, fighting for Fairtrade, fundraising for charities, pushing for animal rights, and much more. The discussion is around the length of a lesson. Pour yourself a Fairtrade cuppa and join, for a trip around the world and dare to change the world we live in.

You can view this inspiring discussion and much, much more at the ['Choose the world you want' Festival](#) in celebration of Fairtrade Fortnight.




# HEALTHY LUNCHBOX IDEAS

## change 4 life

### Salmon and salad bagel recipe


Bagels are popular with kids so this is a good way to introduce some fish into your child's lunchbox. This would work well with a handful of grapes and a plain rice cake.

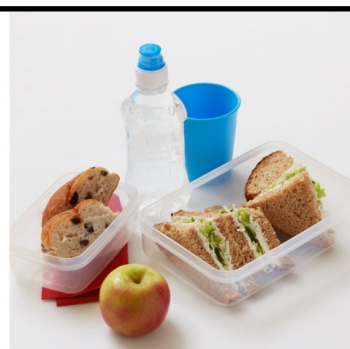
 I made this! 388



### Soft cheese and salad sandwich recipe


A quick and easy sandwich to provide some dairy in your child's lunchbox. This would work well with an apple and a fruit teacake.

 I made this! 754



### Tuna and bean salad recipe


This colourful salad is a good way to include fish in your child's lunchbox. This would work well with a slice of malt loaf and a satsuma.

 I made this! 1,061



### Spicy chicken and salad wrap recipe


Wraps are a popular alternative to sandwiches. Complete your child's lunchbox with some homemade popcorn and fresh fruit.

 I made this! 1,694



### Tuna mayonnaise and sweetcorn sandwich recipe

The mild flavour of tinned tuna combined with sweetcorn. This would work well with sticks of carrot or cucumber and some mixed berries.

 I made this! 882



## QUEST TERM DATES FOR 2020 - 21:



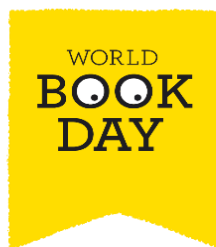
### SPRING TERM 2021

Trust INSET (no learners on site)	Friday 5th March 2021
INSET day (no learners on site)	Monday 8th March 2021
INSET day (no learners on site)	Tuesday 9th March 2021
Ends	Thursday 1st April 2021
Spring (Easter) holiday	Friday 2nd April 2021 - Friday 16th April 2021

### SUMMER TERM 2021

Starts	Monday 19th April 2021
Bank Holiday	Monday 3rd May 2021
Half term	Monday 31st May 2021 - Friday 4th June 2021
Ends	Friday 23rd July 2021





On **Thursday 4th March 2021**, we will be celebrating World Book Day at Quest Academy.

World Book Day's mission is to promote reading for pleasure, offering every child and young person the opportunity to have a book of their own.

Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income (Source: OECD)

So World Book Day wants to see more children, particularly those from disadvantaged backgrounds, with a life-long habit of reading for pleasure and the improved life chances this brings them.

- 3 in 10 of children receiving free school meals say the book they receive with their WBD book token was the first book they had of their own (Source: National Literacy Trust).
- 62.3% children read more books, 46.1% share more books with family and friends, 42% buy more books as a result of World Book Day (Nielsen, *Understanding the Children's Book Consumer*, 2019)

Whilst it may look a little different this year, we are still planning to have a day full of the wonders of reading!

The World Book Day £1 book tokens will be valid from **Thursday 18th February – Sunday 28th March**.

Children are encouraged to take their token to their local bookseller or supermarket to:

- swap it for one of the TWELVE exclusive new and completely FREE World Book Day books.
- get £1 off any full price book or an audiobook (costing at least £2.99).

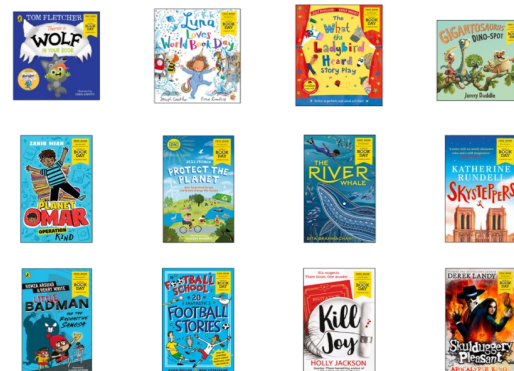
Children are told that the £1 books are a free gift from

booksellers. Please check [https://booksellers.org.uk/](https://booksellers.org.uk/wbd)

[wbd](https://booksellers.org.uk/wbd) for information about retailers open near you and

contact them for information about ways to redeem the

token before you visit. The World Book Day book tokens cannot be used for online purchases.



**Changing lives through a love of books and shared reading!**



**Learners are more than welcome to dress up as their favourite book character or in their PJ's!**

**Please remember though we have young learners and to keep outfits/ costumes appropriate.**

## GAME OF THE WEEK

Playing games with your children is a fantastic way to target different skills such as social communication and language skills. It can also be a positive way to spend time together, steering away from computer technology and screens.



This week's game of the week is **Guess Who?**

The players must ask questions to the other player to guess the mystery person on the opponent's card, eliminating other faces that don't fit the description as the game goes on. Each turn allows for one question regarding appearance. First player to guess their opponent's mystery person wins the game.

**So what skills does Guess Who target?**

### Focus & Attention

Turn taking, recalling information and comparing similarities and differences all require focus and attention. This game requires players to ask appropriate questions, memorise key descriptive information, and use active listening.

### Social Skills

Guess who is a great game to target key social skills such as communicating verbally, turn taking, asking questions and giving eye contact to the speaker. This game also requires players to follow rules and to answer questions truthfully.

### Winning and Loosing

Guess who is a 2-player game, meaning there will be both a winner and a loser. Learning how to control emotions is a key life skill. This game creates a situation that can be used to practice strategies that help children to regulate these emotions.

by *Megan Flood*,

Speech and Language Therapy Student



# SAFEGUARDING & FAMILY FOOTINGS



- **Daisy** is responsible for lower school families and is available on;  
[daisy.howden@macintyreacademies.org](mailto:daisy.howden@macintyreacademies.org) Work mobile 07504001918



- **Joan** is responsible for upper school families and is available on;  
[Joan.goodrich@macintyreacademies.org](mailto:Joan.goodrich@macintyreacademies.org) Work mobile 07377990796



- If you have any higher level Safeguarding concerns or questions please contact **Anna** on [anna.stelfox@macintyreacademies.org](mailto:anna.stelfox@macintyreacademies.org) Work mobile 07377990797.

We are available to help families with things like accessing family support, Early Help, Child In Need Meetings, Child Protection Meetings, taxi queries, support working with other professionals such as CAMHS, general safeguarding questions and much more.

## Quest Contact details:

Quest Academy  
Anderson Avenue  
Rugby  
Warwickshire  
CV22 5PE

E: [quest.office@macintyreacademies.org](mailto:quest.office@macintyreacademies.org)

T: 01788 593 112

## How to contact members of staff:

Please contact Reception if you would like to speak with a member of staff. You will either be transferred or reception will email the member of staff to let them know that you have called.

## Reporting pupil absence and lateness:

If your child is absent for more than 7 days you will need to provide a doctors certificate. If we do not receive a doctors note and have not seen your child we will have no alternative but to refer the matter to the Safeguarding Board in line with our safeguarding procedures.



Please can we remind parent/carers to call school on **01788 593 112**, before 9am if your child may be late or is unwell.

You will also need to contact the taxi company to let them know.