



MacIntyre Academies
Quest Academy

SEPTEMBER 2020 EDITION 2 NEWSLETTER



FACEBOOK PAGE — Quest Academy Family Group



“Quote of the week”

“To learn to read is to light a fire; every syllable that is spelled out is a spark.”

Victor Hugo

WELCOME



Dear Parents/Carers,

I do hope that you and your family remain fit and well.

In line with our principles and the latest information provided by the Government we continue to review our COVID 19 risk assessment and refine our practice to ensure that everyone at Quest remains safe.

This week most of the learners have been completing GL assessments in the core subjects so that we can review and set learners priorities for learning and focus on these areas in lessons.

As part of the Morning PowerPoint learners have continued to learn different languages. I would like to thank Florence Nightingale class for teaching some Spanish phrases and to Rosa Parks who have been teaching me French. I have been impressed with their enthusiasm and confidence to speak to me in the languages they have been studying.

I would also like to take this opportunity to thank you for your support to ensure that your child wears the correct uniform. I feel it is very important for all learners to wear the school uniform as it helps to create a sense of belonging and supports and prepares learners to follow a dress code in preparation for the world of work. Please can I remind you that learners **can only wear their PE kit** on the day they have PE.

Thank you for your continued support.

Please do not hesitate to contact me if you have any queries.

Kind regards

Nicola

Book of the Week

Doctor Who: The Secret in the Vault 13 by David Solomons.

This book is about a dark secret inside an ancient vault. The galaxy is in terrible danger and only the Doctor can save it. To do so, she must break into a vault on a remote and frozen world, a vault from which nobody has ever returned alive.... Featuring the Thirteenth Doctor, as portrayed by Jodie Whittaker.





Halloween 2020 might look a little bit different to previous years.

But that doesn't mean that we can't still have lots of creative Halloween fun together!

This October, we'd love to get as many homes as possible in our neighbourhoods involved in **The Big Neighbourhood Pumpkin Trail** (just like we did with the rainbows). All you need to do is paint, draw, or even just print a pumpkin and stick it in your window!

Although traditional trick or treating might be off the cards this year, we can create one massive Pumpkin Trail for children to join in with in their local areas! The kids could go on a pumpkin hunt and for everyone they find parents/carers could pop a treat into their bag. This could be done throughout half term as well so you don't have to stick to just one night.

Let's make Halloween 2020 a real occasion to remember, despite the difficult times we're having and of course, stay safe all!

[#halloween2020](#) [#thebignighbourhoodpumpkintrail](#)

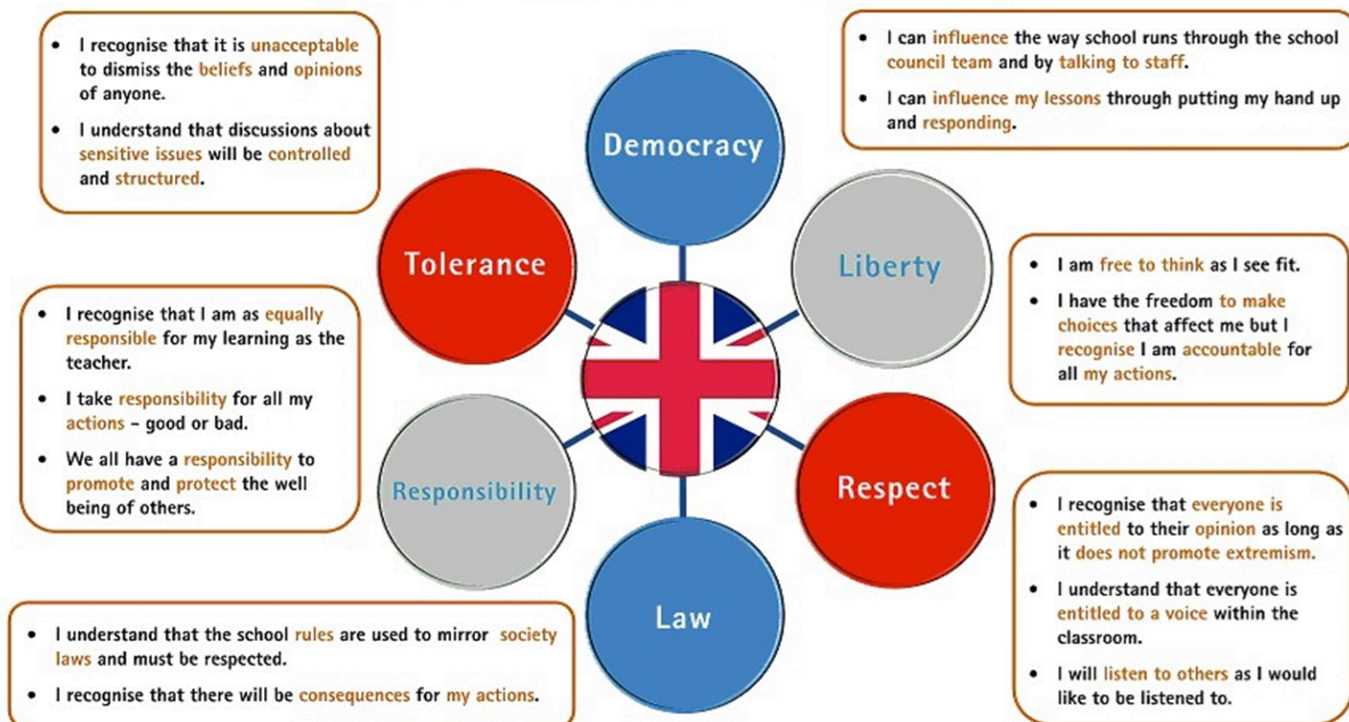


Shortlisted
Headteacher of the year

We are delighted to announce that our very own Principal, Nicola Wells has been shortlisted for Headteacher of the Year!

Congratulations Nicola [#TesAwards](#)

Core British Values






Social – Moral – Spiritual – Cultural

Autumn 1



Form Time Focus

Weeks	Help Scripts	Core British Value	School Impact Objectives
1/2	Ready to Learn Personal Space Fine to Finish	Rule of Law	<ul style="list-style-type: none"> I understand that the school rules are used to mirror society laws and must be respected I recognise that there will be consequences for my actions
3/4	Hands up Activity Indoor Voice Show Respect	Liberty/ Responsibility	<ul style="list-style-type: none"> I am free to think as I see fit I have the freedom to make choices that affect me but I recognise I am accountable for all my actions I recognise that I am as equally responsible for my learning as the teachers I take responsibility for all my actions We all have a responsibility to promote and protect the well-being of others
5/6	Time to think Kind Words Make the right choice	Democracy	<ul style="list-style-type: none"> I can influence the way school runs through the school council team and by talking to staff I can influence my lessons through putting my hand up and responding


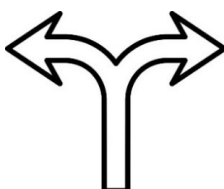
WEEKS 1/2

Script	Information	Examples
READY TO LEARN 	<p>The aim of this target is to teach learners how to listen and sit appropriately so that they can learn.</p> <p>Teach the concept of 'Whole Body Listening' by explaining how each body part is involved: the brain thinking about what is being said; the eyes looking at or toward the speaker; the mouth quiet; the body facing toward the speaker; and the hands and feet quiet and kept to oneself.</p>	<p>You need to be ready to learn. This means that your body is quiet and you are looking towards the person talking.</p>
PERSONAL SPACE 	<p>Learners often misjudge others' personal space or find it difficult to resist touching others.</p> <p>Some may show sensory seeking behaviour such as needing deep pressure. When you see pupil misjudging personal space prompt them to check their distance and remind them that it can make others feel uncomfortable if people are too close</p> <p>Model how to ask others to move away so that learners can understand how to ask people to move away</p>	<p>Remember personal space. I can see that you are quite close to X.</p>
FINE TO FINISH 	<p>The target is to support learners with bringing an activity to an end even when they might not have finished.</p> <p>Some learners have a 'perfectionist' approach and become anxious when they think they might not be able to meet their own high standard.</p> <p>Offer support by establishing a routine with structure for ending a lesson to make it easier for learners to cope with anxiety such as reviewing points and discussing what went well (WWW) and even better if (EBI).</p>	<p>It is fine to finish working now; you can complete your maths in tomorrow's lesson.</p> <p>It's fine to finish on the computer now, you can play the game during enrichment time.</p>

WEEKS 3/4

HANDS UP ACTIVITY 	<p>The purpose of this target is to encourage learners to respond appropriately within groups.</p> <p>Some learners do not easily recognise when it's okay to call out and when they are expected to put their hand up.</p> <p>Learners may need to have explicit instructions so that they know what is expected of them on each separate occasion.</p>	<p>This is a hands up activity, I will ask the people who have their hands up.</p>
SHOW RESPECT 	<p>This target is to support learners to manage their behaviour and attitude towards others and property. Model the behaviour you want to see. E.g. Talk in a calm voice</p>	<p>You need to show respect, move away from this area.</p> <p>You did a really good job of showing respect by moving away.</p>

WEEKS 5/6

TIME TO THINK 	<p>This script is to encourage adults to allow the learners enough time to process (understand) information. For learners they will feel less anxious when asked a question.</p> <p>Wait at least 5 seconds before repeating questions to learners and they may be processing and information and formulating a response.</p>	<p>I will give you time to think and come back to you for an answer.</p>
MAKE THE RIGHT CHOICE 	<p>Some learners who have difficulty relying on social cues may need support to make the right choice. Give clear alternatives so that learners are able to make an informed decision</p> <p>Remember to build in Time to Think, allowing the pupil time to process the information and reach a decision</p> <p>Learners need to be reminded that they are responsible for their own behaviour.</p>	<p>You need to make the right choice, walk away and do not get involved.</p> <p>You made the right choice, by coming back to class and finishing your work.</p>





Online resources for parents & carers

Childnet have a dedicated area to support parents and carers with information on key online safety topics, advice and activities to share with your child.

www.childnet.com/parents-and-carers

1. Key advice from us

Hot Topics

Information on key online safety topics including advice and conversation starters for children of different ages.

childnet.com/parents-hot-topics

Need Help?

Support and information on what to do if you think your child is at risk online.

childnet.com/parents-help

How to make a report

Advice for adults and young people on the reporting tools for popular games, apps and social media platforms.

childnet.com/how-to-make-a-report

2. Reviews and tools

Net Aware

Online guide with up-to-date advice and parents' views on popular apps, games and online platforms.

net-aware.org.uk



Expert reviews, advice and age appropriate recommendations on games, apps, films and more.

commonsensemedia.org

Internet matters.org

Step-by-step guides for using parental controls and privacy settings alongside support on a range of online safety topics.

internetmatters.org



Advice centre

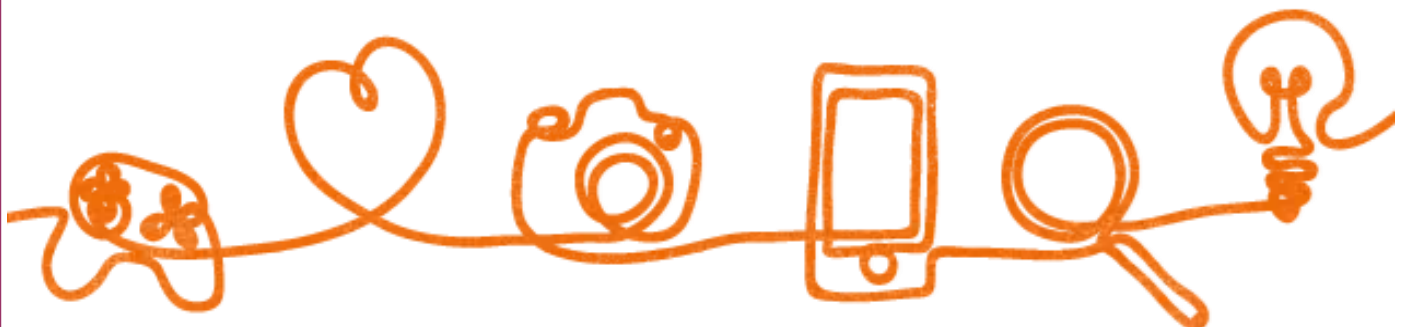
Advice centre with tips, guides and resources for parents and carers, adoptive parents, foster carers, health care professionals and more.

saferinternet.org.uk/advice-centre

Safety tools on social networks & other online services

A set of guides highlighting safety features on popular social media services and messaging apps.

saferinternet.org.uk/safety-tools





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Quest Academy



My Rights Matter

Lets start talking!

Everyone under 18 has rights, This is under the UNCRC.

The UNCRC is: UN Convention on the rights of the Child.

Unless under the law of that country majority is attained earlier –
for example, if I get married at 16.



It's important to talk about our rights with:



- School
- Family
- Friends

As a school we will be sending out Rights

Respecting schools Leaflets which focuses on
the different Article's and Rights of the Child.



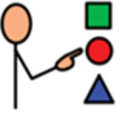
The UNCRC applies to everyone whatever their race, religion, abilities,
whatever they think or say, no matter what family they come from.



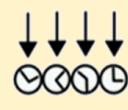
Governments respect and ensure you have rights without
discrimination and make sure everyone is protected against discrimination.



All adults should do what's best for me.
When adults make decisions, they should think how they
affect me.



The Government should make sure the rights in the UNCRC are
available to me.



For example – The Government can't take away my rights whenever
they want to, they have to honour the rights which are set out in the UNCRC.



Governments should respect the rights and responsibilities of parents
to guide their children.



I have the right to life.
Government's should ensure that I survive and develop healthily.



I have the right to a legally registered name and nationality.
I have the right to know and be cared for by both parents.



My right to a name, a nationality and family ties should be respected.
For example – This means that despite a person's nationality, name or
family background, the UNCRC recognises that they are an individual
and have a right to be so.





I should not be separated from my parents unless it is for my own good – for example if a parent is mistreating or neglecting me.
If my parents are separated, I have the right to stay in contact with both of them, unless this might harm me.



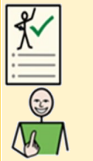
Governments should let families move between countries so that parents and children can stay in contact.
If my family are living in different countries, I have the right to stay in contact with both of them..



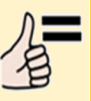
When adults are making decisions that affect me, I have a right to say what I think and be listened to. Adults should support me so that I can give my views in a way that is best for me to do so.



I have a right for my views to help inform decisions about what happens to me, at home, in school, in my community and in my country.



This includes the freedom to find, get and share information of all kinds.
I can do this by talking, by writing, by creating art or whatever I choose.
I can do this as long as the information is not damaging to myself or others.



I have the right to practice my religion and believe what I want.
I have this right as long as I'm not stopping other people from enjoying their rights.



I have the right to join groups and organisations as long as this does not stop other people from enjoying their rights.
For example – I am free to move around my community and public spaces to meet others



My letters, diary or phone calls should be private.
The law should protect me from attacks against my way of life, my good name, my family and my home.



Television, radio and newspapers should provide information that I can understand.
No one should promote materials that could harm me.
The Government should encourage the production of children's books.



Both parents share the responsibility for bringing up children.
Parents should always consider what is best for each child.
Governments should help parents by providing services to support them, especially if both parents work.



Governments should make sure that I am properly cared for.
I have the right to be protected from violence, abuse and neglect from adults.



If I cannot be looked after by my own family, I must be looked after properly, by people who respect my religion, culture and language.
The Government should make sure that alternative care is available for me.



If I am adopted, the first concern must be what is best for me.
The same rules should apply whether the adoption takes place in the country where I was born or if I move to another country.

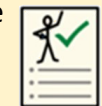




If I have come into a country as a refugee, I should have the same rights as children born in that country
Governments should try to help find the family of any refugee child.



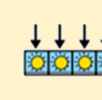
I have the right to a full and happy life and adults should support me to be an active participant in my community.
I have the right to special help and care to make sure I can receive education, health care services, and recreation opportunities.



I have the right to good quality health care and to clean water.
I have the right to nutritious food and a clean environment so that I can stay healthy.
Rich countries should help poorer countries achieve this.



I have the right to have a review of my care if I am looked after by the local authority rather than by my parents.



I have a right to have a standard of living that is good enough to meet my mental and physical needs.



The Government should provide extra money for the children of families in need.
For example – If a family does not have money or is unable to support themselves the welfare state should help the children.



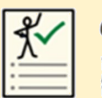
I have a right to a primary education, which should be free.
Schools should respect my dignity.
I should be encouraged to reach the highest level of education that I am capable of.



Education should develop my respect for human rights.
Education should develop my respect for the natural environment.
It should encourage me to respect my parents, my own and other cultures.



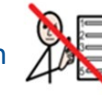
I have the right to learn and use my own language whether or not these are shared by most of the people in the country where I live.
I have the right to follow the customs of my family whether or not these are shared by most of the people in the country where I live.



I have the right to play, relax, and join in a wide range of cultural, artistic, and other recreational activities.
I have a right to play and be with other children in a safe, supportive, stimulating and stress-free environment.



The Government should agree a minimum age for when I can start work.
The Government should say how many hours I am allowed to work when I am old enough.



The Government should provide ways of protecting me from dangerous drugs.
For example - The Government should make sure I know about dangerous drugs and what they do and that I am protected from coming into contact with them.



The Government should protect me from sexual abuse.
Nobody should do anything to my body that I do not want them to do, like touching me or taking pictures of me or making me say things I don't want to say.





The Government should make sure that I am not taken from my family illegally.

I should not be abducted, sold or trafficked.

The Government should make sure that I am not exploited.



I should be protected from any activities that could harm my development.



For example – I shouldn't do work that is unsafe. That means that people who employ me should only do so when I'm old enough. They should only ask me to do things which are safe.



I should not be put in prison with adults.

I should be allowed to keep in contact with my family.

I have the right to get legal help.

If I break the law, I should not be treated cruelly.



If my country is at war, I should get special protection.

I am not allowed to join the army until I am 15.

If I have been hurt, neglected or badly treated I should get special help to make me feel better.



For example – I have the right to be given support if I want to get better following neglect, abuse, punishment or being involved in a war.



If I am accused of breaking the law, I should get legal help.

Putting children or young people in prison should only happen for the most serious offences.



If the laws in my country protect me better than the articles of the UNCRC then those laws should stay.

The rights listed in the UNCRC are a foundation on which Governments can build.



It is the government's job to make sure that adults and children know about the UNCRC.

They should make sure they do this in an appropriate and active way.



It's important to talk about our rights with :

School

Family

Friends.



As a school we will be sending out Rights Respecting schools Leaflets which focuses on the different Article's and Rights of the Child.



ROYAL LEAMINGTON SPA
COLLEGE



RUGBY
COLLEGE



MORETON MORRELL
COLLEGE



WARWICK TRIDENT
COLLEGE

ONLINE
ONLY EVENT

DISCOVER YOUR FUTURE AT A VIRTUAL OPEN EVENT

Choose from a range of post-16 courses and apprenticeships in fantastic facilities:

**Agriculture, Animal Welfare, Art and Design, Childhood Studies,
Digital and Cyber Technologies, Engineering, Hair and Beauty,
Motor Vehicle and much more!**



ROYAL LEAMINGTON SPA
COLLEGE

Tuesday 10 November
5.30pm-8pm



WARWICK TRIDENT
COLLEGE

Thursday 12 November
5.30pm-8pm



MORETON MORRELL
COLLEGE

Monday 16 November
5.30pm-8pm



RUGBY
COLLEGE

Tuesday 17 November
5.30pm-8pm

**BOOK YOUR
PLACE for our
online event at**
wcg.ac.uk/openevents

WHAT WILL BE AVAILABLE ONLINE?

- College tour videos
- Subject intro videos
- Live Q&As with expert tutors and staff
- Links to more info about our courses
- Search for a course and apply online

What do we offer?

Apprenticeships

A Levels

T Levels

Agriculture

Animal Welfare

Applied Sciences

Art, Design and Media

Business and Events Management

Childhood Studies

Construction

Countryside Management

Digital and Cyber Technologies

Engineering

Equine and Farriery

Floristry

Games Art

and Design

Hair, Barbering and Beauty

Health and Social Care

Hospitality and Catering

Motor Vehicle

Music

Performing and Production Arts

Public Services

Sport

Supported Learning Programmes

Travel and Tourism

Veterinary Nursing

... and more!

It's easier than ever to get to college

- information on bus, train and car travel to all of our colleges can be found online at wcg.ac.uk/transport

Book now: wcg.ac.uk/openevents



BE CHALLENGED | BE INSPIRED | BE EXTRAORDINARY

College Tours (in person) - October and November

We are the only college in the county offering in-person College Tours, for students and their parent/guardian to take a look inside our facilities for themselves in a COVID-secure environment. College Tours will be held on the following dates, in small groups of five people plus one member of college staff who will lead each tour.

Booking for college tours is essential and availability is on a first come-first served basis - www.wcg.ac.uk/collegetours

- **Royal Leamington Spa College:** Tuesday 6 October, Tuesday 13 October and Tuesday 20 October | 4.00pm-4.45pm OR 4.45pm-5.30pm
- **Rugby College:** Wednesday 7 October and Wednesday 14 October | 4.00pm-4.45pm OR 4.45pm-5.30pm
- **Warwick Trident College:** Wednesday 21 October | 4.00pm-4.45pm
- **Evesham College:** Wednesday 21 October | 4.00pm-4.45pm
- **Moreton Morrell College:** Saturday 14 November: Tours on the hour 10.00am-1.00pm
- **Pershore College:** Saturday 21 November: Tours on the hour 10.00am-12.00pm

School Leaver Virtual Open Events (online events only) - November

We hope to welcome you to our Autumn Term virtual open events taking place online in November. This is your first opportunity in the academic year to view our fantastic facilities online, speak to our expert staff and get information, advice and guidance on a number of different post-16 study options - all from the comfort of your own home.

Bookings for Virtual Open Events will open from this web page at the beginning of October - www.wcg.ac.uk/openevents

- **Royal Leamington Spa College:** Tuesday 10 November | 5.30pm-8pm
- **Warwick Trident College:** Thursday 12 November | 5.30pm-8pm
- **Moreton Morrell College:** Monday 16 November | 5.30pm-8pm
- **Rugby College:** Tuesday 17 November | 5.30pm-8pm
- **Evesham College:** Thursday 19 November | 5.30pm-8pm
- **Pershore College:** Tuesday 24 November | 5.30pm-8pm

Book now: www.wcg.ac.uk/openevents



BE CHALLENGED | BE INSPIRED | BE EXTRAORDINARY



QUEST TERM DATES FOR 2020 - 21:

AUTUMN TERM 2020	
INSET day (no learners on site)	Tuesday 1st September 2020
Starts	Wednesday 2nd September 2020
Half term	Monday 26th October 2020 - Tuesday 3rd November 2020
Ends	Friday 18th December 2020
Christmas holiday	Monday 21st December 2019 - Monday 4th January 2020
SPRING TERM 2021	
INSET day (no learners on site)	Monday 4th January 2021
Starts	Tuesday 5th January 2021
Half term	Monday 15th February 2021 - Friday 19th February 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



SAFEGUARDING & FAMILY FOOTINGS TEAM



- **Daisy** is responsible for lower school families and is available on; daisy.howden@macintyreacademies.org Work mobile 07504001918
- **Joan** is responsible for upper school families and is available on; 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 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

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Warwickshire

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T: 01788 593 112

