

## Covid-19 Newsletter

Good afternoon,

I am pleased to be writing this week's newsletter knowing what the plans are for the return to school. I have sent those out in a separate letter and would ask you to read it carefully and ensure that you know you're your child is due back in school.

I would also like to urge you to give your consent for the testing programme that is running in all schools as children return. It is a vital part of keeping everyone in the community safe.

The confirmation of how GCSE grades will be awarded this year was published yesterday and we will now be confirming our approach as a school which I will share with students and parents in Year 11 as soon as I can.

I want to draw your attention to two key dates which are explained on the next page and also assure you that as soon as I hear any confirmation from the government regarding when and how we might return to school, I will of course, be in touch.

School remains open every day to any students that fall into these two categories:

1. Students whose parents are Key Workers – this list is widely available and has been sent out. **Students should only attend school if no other care is possible. Home remains the safest place.**
2. Vulnerable Students who have been **contacted by the school.**

**I would ask that you contact the office if you intend to send your child into school because they fall into one of these two categories and they have not been coming in already.** This way we will be better prepared for any students that we receive.



### Free School Meals

The vouchers have now been ordered for all eligible students and we will also be ordering additional vouchers to cover the first two weeks of this term.

A reminder that students who are in school will not be entitled to vouchers

I understand that for some parents and carers, these are very challenging times financially and you may now wonder if you are eligible for Free School Meals after a change in your circumstances. **Click here** to check whether you are eligible for Free School Meals and here to fill in the online application form.

## Year 11s

**A reminder to all Year 11 students and their parents that applications for September 2021 places should be being submitted at this current time.**



Each student has had an independent careers advice and guidance meeting with a level 6 advisor to help them with their action planning and research; each student has an action plan which was written during the meeting.

Tutors are busily writing references for their tutees, which will help them to secure their places at sixth form, college or apprenticeships for September.

You should aim to send off two applications or more to the different establishments that you would like to attend in September.

## Drama Remote Learning

In drama, the Year 7s have been working on learning performance techniques, this will mean that when they come back they'll have the knowledge to really move forward in the subject.

There have been some very impressive poetry recitals by a few of the students, Awa (7 Jobs) and Bahja (7curie) have both demonstrated that they are developing their verbal skills through a fluent recitation of 'the Listeners' by Walter De La Mare.

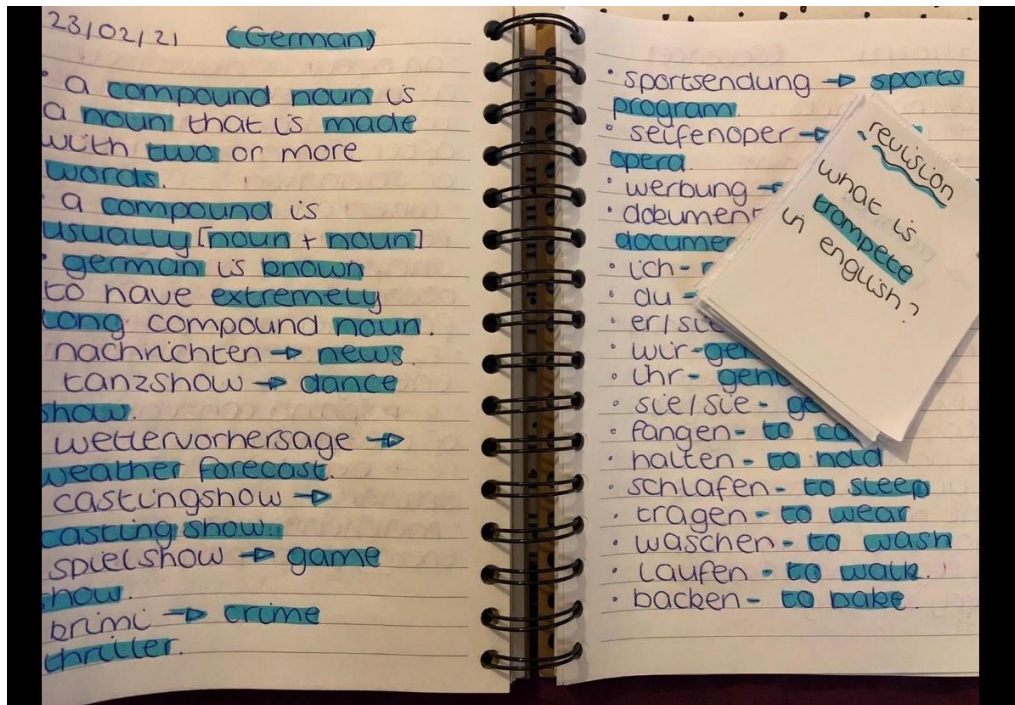
In Year 8 the students have been working on radio the form of Radio Drama's looking at the skills involved in creating an effective one as well as writing their own, Hana (8 Jobs), Victoria (8 Tesla), and Hamida (8 Da Vinci) wrote some fantastic Radio disaster scripts adapted from H.G wells War of the Worlds.

The year 9s have been looking at the idea of Naturalistic theatre and have been learning about Stanislavski and the techniques he developed to modernise theatre to the style we can recognise to this day, as well as what rehearsal techniques we can use, Joban (9 Jobs) has constantly demonstrated a drive to want to know more and made a fantastic attempt of taking on the tongue twisting lyrics of Gilbert and Sullivan. I look forward to seeing their performances of their monologues when we get back to the class room.

For parents/carers of KS3 on each of the PPTs there are practical activities which you can do with your family, from breathing exercises, warm ups to improvisation games these can help kill the time during lockdown. For year 8 parents they looked at soundscapes and they had a challenge of creating their own instruments from household materials and then developing their own soundscapes using them. To Summarise KS3 has been busy!

## MFL Remote Learning

In MFL Ms Javed recently got a student to take their revision notes and create flash cards. It is a great way for students to revise for upcoming assessment tasks.



## Music Remote Learning

Live teaching and learning sessions have been launched for a few weeks now. The music GCSE students have embraced this new concept and some have done extremely well. We have had fun exploring and discovering MS teams and all its functions. Behaviour has been extremely good and participation, with some prompting at times, has been brilliant.

We have been looking at composition. It has been very exciting and enriching to compose some music remotely. We have been using a music software called Note Flight. All students were able to download it from home and share their works with me. I have given below an example of one student's work with my feedback.

You can listen to it by clicking the link below.



A student composition.mov

### 16 bar composition

(Lyricist)

(Subtitle)

(Composer)

Copyright

Well done...

This is a lovely piece of work. You have composed a ternary piece as required and it not only sounds very nice but the structure also looks correct.

#### Strength:

- Your chord progression work very well.
- You have 3 clear sections, A B A.
- The B section is contrasting to the A section.
- The rhythm you used is interesting and gives an upbeat feeling to the piece.

#### Improvement

- Consider the end of the piece. Finishing on a quaver gives a feeling that perhaps something else is coming. Explore finishing on a longer note to give it a sense of closure.
- Could you make the B section even more contrasting by modulating to the relative minor (a minor)?

#### Response

I look forward to receiving your response and improved work.

## World Book Day Thu 4<sup>th</sup> March 2021

WBD £1 Book Token - Due to the current circumstances World Book Day Token is Digital this year. This can be printed or swiped although Sainsbury and Asda require a printed copy. [https://www.worldbookday.com/wp-content/uploads/2021/01/booktoken\\_SecondaryUK.pdf](https://www.worldbookday.com/wp-content/uploads/2021/01/booktoken_SecondaryUK.pdf)



## Reading at LHEA



At LHEA we know that reading empowers our young people to be more confident and successful in all areas of their lives. In the spirit of World Book Day, which is on 4<sup>th</sup> March, here are some words about why people love reading:

**“A reader lives a thousand lives before he dies .... The man who never reads lives only one”**  
– George R. R. Martin (author)

**“Reading is essential for those who seek to rise above the ordinary”**  
– Jim Rohn (entrepreneur)

*Here are some of the reading opportunities that we have provided for our students this week.*  
We hope you will encourage them to read every day and maybe read, enjoy and discuss with them too.



This week's student newspaper's front page is all about the Prime Minister's plan for coming out of lockdown.

As well as all the global news, this week takes us out of this world with a report on the landing on Mars. There is also a 2-page spread linking to World Book Day (see below)

Of course, there are all the usual animal stories, from pancake tortoises to toads on the roads, but the rarest has to be the yellow penguin!

If any students haven't joined the hundreds at LHEA reading first News every week for free, sign up now!

- 1) Download the First News app onto your device (search for First News in your browser)
- 2) Open, click on one of the papers and click on log-in
- 3) Link to the school's account using the ID: WAUR7718

### The Weekend Read

Every Saturday morning we choose an article from a newspaper and the link is sent to years 10 and 11 on Show my Homework and to all staff at LHEA.

Last week's article was an interview in The Guardian with Bill Gates. In it, he explains 'why we need to cut carbon emissions to zero – even if he is an 'imperfect messenger' and gives his views on how we can do that.

You can find the article here:  
<https://www.theguardian.com/environment/2021/feb/13/bill-gates-on-the-climate-crisis-i-cant-deny-being-a-rich-guy-with-an-opinion>



**The Weekend Read: Student (year 10) comment:**

“The only way we will have an impact is if everyone works together”

### This week's LHEA choice:

**World Book Day – Thursday 4<sup>th</sup> March**

You may remember that students usually receive a voucher for a book that they can buy for £1 on world Book Day. This year, as we will not see everyone, our wonderful librarian, Ms Ikram, has organised for all our students at LHEA to receive their voucher digitally. This can be printed or swiped, although Sainsbury and Asda require a printed copy. You can receive yours by clicking here:

[https://www.worldbookday.com/wp-content/uploads/2021/01/booktoken\\_SecondaryUK.pdf](https://www.worldbookday.com/wp-content/uploads/2021/01/booktoken_SecondaryUK.pdf)

To see the brilliant books available for just £1, by famous authors, go to:

<https://www.worldbookday.com/books/>



# Lynch Hill Library during Lockdown

## Borrowbox

Our students can access the exceptional collection of free **e-Books** and **e-Audiobooks** via **Borrowbox** offered by Slough Libraries.



These books are all free to access but parents are required to have a library membership in order to access the amazing and wonderful collection of e-books. It's very simple and easy to create a free library membership online if you are not already a member of the Slough Library. Please see the attached link:

[https://fe.bolindadigital.com/wldcs\\_bol\\_fo/b2i/mainPage.html?b2bSite=3663](https://fe.bolindadigital.com/wldcs_bol_fo/b2i/mainPage.html?b2bSite=3663)

Each Library member can borrow up to 6 books for 3 weeks with no overdue fines. There is a **BorrowBox App** that can be downloaded. Click here for further information on **BorrowBox**:

<https://www.slough.gov.uk/libraries/ereading?documentId=287&categoryId=20173>

## Readathon – “The Race Is On”

To celebrate the World Book Day this term (Thu 4<sup>th</sup> March 2021) a brand new Reading Challenge is taking place. Years 7-10 are engaged in a Readathon. The challenge is to spend as many hours possible reading. Students have received all details regarding the Readathon via SMHW. Please email **Mrs. Ikram** for any further details regarding the Readathon. A Gift Hamper of Treats and Books is in store. ***Which student will be the Reading Champion? Which Class will win this competition?***

Please encourage your children to take out 20 MINS of reading time each day. “Reading is the gateway skill which makes all other learning possible” – Barack Obama



## Free Virtual Events Next Week

World Book Day Event 2021 – <https://www.eventbrite.co.uk/e/world-book-day-2021-tickets-138742463443?aff=ebdssbonlinesearch>

Meet The Author Holly Goldberg Sloan – NEW BOOK “The Elephant In The Room”  
[https://www.eventbrite.co.uk/e/book-release-conversation-with-holly-goldberg-sloan-about-her-new-book-tickets-141732205843?aff=ebdssbonlinesearch&keep\\_tld=1](https://www.eventbrite.co.uk/e/book-release-conversation-with-holly-goldberg-sloan-about-her-new-book-tickets-141732205843?aff=ebdssbonlinesearch&keep_tld=1)

World Book Day Share A Story - <https://www.worldbookday.com/event/books-and-the-real-world/>

# THE SLANG DICTIONARY

## DRUGS

### All White Bricks/Nose Whiskey/ White Chalk

Cocaine.

### Bagging

Used to describe someone packaging drugs for distribution.

### Bando

A trap house (short for abandoned house).

### Bottle

To insert something into your rectum or vagina for later retrieval eg drugs.

### Box

Large quantity of drugs (usually costing thousands of pounds).

### Bust

To do lines of cocaine.

### Cunch – Country

Used to denote going to a faraway area in order to sell drugs (county lines).

### Cunch

Out-of-town locations where drugs can be sold.

### Door/Key

A kilo of drugs.

### Flippin Chickens

A 'chicken' is another word for a kilo of cocaine. In some cities the word is reserved specifically for a kilo of crack and a 'bird' would be used for a kilo of raw powder cocaine. The act of 'flippin chickens' can simply mean selling kilos of cocaine or crack for a higher price than they were purchased for. In some cities 'flippin chickens' is the act of buying a kilo or more of cocaine and cooking it and transforming it into crack cocaine, this process actually adds weight and volume to final product, making it much easier to turn a profit.

### Going Country/Going Long

Going to a faraway area to sell drugs.

This slang dictionary seeks to support parents, carers and professionals to better understand the language young people may be using and support them to safeguard young people.

It is important to recognise that if a young person uses this language, it does not necessarily mean they are being exploited. This resource aims to support parents, carers and professionals to start conversations with young people and raise awareness around this language.

Young people from the Birmingham Disrupting Exploitation Programme have been consulted and their feedback has been inputted into the resource. As there are regional differences in the language that young people use, this resource is tailored to those from Birmingham and surrounding areas. However, it can be used to inform parents, carers and professionals from different areas as well.

## DRUGS

### Rails

Lines of cocaine.

### Scene

A place where drugs are used.

### Score

To buy drugs.

### Serving/Slanging/Flipping

The act of selling drugs.

### Stuff/Plug

To insert something into your rectum or vagina for later retrieval eg drugs.

### Trap

The area where drug deals are carried out.

### Trap House

Area or house usually and frequently occupied by drug dealers/drug users.

### Trapping

Selling drugs on the street.

### Woolies

A marijuana cigarette laced with cocaine.

### Wrap

Street quantity of heroin or cocaine sold in small folded paper bag or foil packets.

## ADDITIONAL SLANG

### Scratch/Lizzies/Gwop/P's

Money

### Skate/Skeet/Leggin/ Ten Toes/Dasheen

Run away or escape.

### Touring

Entering enemy territory.

### Twanged

To coerce someone into doing something or believing a story.

### Washed

A term used to describe someone who isn't held in high regards.

### Zanged

A term used for individuals who have been deceived.

## WEAPONS

### April

A weapon.

### Bells

Bullets.

### Chete

Machete.

### Bora/Borer/Ching/Dipper/ Rams/Ramsay

Knife.

### Burner/Iron/Machine/Mash/ Matic/Scram/Spinner/Stick/ Strally/Strap/Tum-Tum/Wap

Gun.

### Corn

Ammunition.

### Dottie/Dumpy

Shotgun.

### Hand Ting/Trey

Pistol.

### Mac(k)

Automatic firearm.

### Mop

Large gun.

### Ox

Razor or blade.

### Rambo

Large knife or machete.

### Shank/Sword

A knife or blade weapon.

### Spinner

Revolver.

### Stones

Bullets or pellets of crack.

### Strapping

Carrying a gun or firearm.

### Tec

Handgun.

### Holding

Possessing drugs.

### Hot Heroin

Poisoned to give to a police informant.

### Hustle

Attempt to obtain drug customers.

### Joey

A person employed by gang to sell to customers.

### Kester Plant

Drugs hidden in the rectum.

### Light Tan Bricks

A brick of heroin.

### Link

A contact or source for drugs.

### Longline

A long line of cocaine.

### Lucy

Another name for acid or LSD.

### Make Up

The need to find more drugs.

### Man

A source of supply or drug dealer.

### Mule

A carrier or supplier of drugs.

### OT

Out trapping/Out there.

### Pass

A transfer of drugs or drugs money.

### Pebs

Class A drugs broken down for distribution.

### Pebs/Pebbles

Pellets of heroin, crack or steroids.

### Pranging out

Paranoia coming from a drug induced state.

### Pusher

Seller of drugs.

# VIOLENCE

## Bagging

Stabbing in the lower body.

## Beef Tings

To start a conflict or fight.

## Burst/Woosh

Shoot.

## Cheffing/Dipping

Stabbing.

## Dipped/Swimming

Stabbed.

## Driller

Shooter or gang member.

## Drilling

Attacking, aggressing or invading.

## Duppying

Killing.

## Finessed/Stained/Sucked

When an individual has been robbed for his possessions eg drugs.

## Frying/Wooshing

Shooting.

## Got

Attacked or robbed.

## Hitter

Gunman.

## Ketchup

Blood.

## Kwef

Violence.

## Kweff

Kill with gun or knife.

## Kweng

Cut or stabbed.

# PRISON



## Bird/Stretch

A term used to describe an individual serving a long prison sentence.

## Box

Prison.

## Can

Someone serving time in prison.

# POLICE



## Canned/Nailed/Bagged

To be arrested.

## Feds

Police.

## Matrixed

Placed on the London Met police gang database.

## Ride Out For (Someone)

To defend, even if guilty.

## Turn A Drum Over

Police search of a house.

# ADDITIONAL SLANG



## 24s

All day.

## Active

Dependable associate.

## Bait

Obvious.

## Bare

Many.

## Breeze Off

Leave town/Disappear.

## Certy

An individual who has gained respect from his peers.

## Cunther

Used by gangs to describe a woman who is inferior to dogs.

## Dinger

Stolen car used on a ride out or glide.

## Drawn Out

Involved in gang culture or under pressure from street crime.

## Fishing

Looking for victims.

## Glide

Drive into enemy territory.

## Gliding

Entering enemy territory.

## Heeled

Possession of drugs or a weapon.

## OJ/One Job

An individual who is proactive in drugs supply or raining havoc on his enemies.

## Pave

Streets.

## Riding dirty

Going out armed and/or in possession of drugs.

## Road

A person that makes money illegitimately on the streets ie selling drugs, cultivation etc



## Leng

To shoot someone down.

## Nank

Knife or stab

## No Face

Masked or with identity concealed.

## Ooters

Shooters.

## Op(ps)

Enemy.

## Opp-block

Enemy territory.

## Queff

Kill with gun or knife.

## Score

Kill or injure an enemy.

## Scoreboard/Scorecard

A list of enemies killed, injured or defeated.

## Smoke

Kill.

## Snitch

Informer.

## Splash/Splash up/Splash down

Stab.

## Squirt

Spray acid over someone.

## Sticky

Dangerous.





# SCHOOLS OFFICER NEWSLETTER

Welcome to our schools newsletter. With increased numbers of children online, either studying from home or socializing, I am sharing some valuable information from [ThinkUKnow](#) about what your child may enjoy online and what you can do to help keep them safer, both in lockdown times, and always.  
*PC 5771 Sloane Schools/Safeguarding.*

## Online safety at home

With the majority of young people now at home, they will be spending more time online doing their schoolwork, playing games or socialising. Technology is hugely valuable for education, as well as a way to keep in touch with friends and family. However, it is important we consider how we can help keep young people safer online during this lockdown, and always.

### SOCIAL MEDIA

You may wonder when is the best age to let your child have a social media account, or you may have concerns if they are already using them. You may be thinking about the risks, inappropriate content, who they could 'meet', or whether your child is responsible enough. The age of your child as well as their developmental stage, maturity, and social/emotional skills can affect their experience of social media.

It is also worth remembering that most social media services require users to be at least 13 years of age before they can register. The age requirements are there because of data protection laws. Online services are not allowed to collect or store children's personal information if they are under 13. For advice and guidance, read [Is your child ready for social media?](#)

The simplest way to have information about your child removed from a website, or app is to contact the site itself. Sites will only take content down if any of their rules have been broken, so check first. Read [reporting to social media sites](#) for more information.

Social media can offer young people opportunities to express themselves and have fun, but they could be exposed to harmful content such as sexual images or videos that could impact on their understanding of sex and relationships. Surveys have found that 24% of 14 year olds see harmful content on a daily basis. For

Information read [Teens and the sexual content on social media](#).

### ONLINE GAMING

Online games are social activities, and most have features that allow young people to chat with others whilst they play. For information about the positives of gaming, the risks of 'in-game chat' and measures you can take to help protect your child you can watch this short video:

[In-game chat: a guide for parents and carers](#)

The PEGI (Pan European Game Information) rating system can be a useful tool to help you decide what online games are appropriate for your child. For more information on the PEGI system and other factors to consider before deciding what's suitable, read [Gaming: what's appropriate for your child](#)

Gaming is popular with both children and adults and can help to cure that lockdown boredom! If your child is gaming, you may have some questions about how to keep them safer. If so, check out [gaming: what parents need to know](#). For a guide on the apps, sites and games your child might enjoy, visit [Net Aware](#).

### LIVESTREAMING

Live streaming is now a very popular feature of many apps and platforms, and all you need to livestream is an internet-enabled device like a laptop or a smart phone.

If your child enjoys livestreaming, you may want to read [what is livestreaming](#) to find out more about it and help your child have a positive online experience.

Over the past few months, many of you may have watched a livestream, or taken part in a video chat. It can be a fun and enjoyable online activity for young people. If you want to know more about livestreaming, the risks and safe

use, take a look at this short [video](#) or download this [handy guide](#).

### SHARING INFORMATION, IMAGES AND VIDEOS

Most young people have positive experiences socialising online, but it can be easy for young people to share things or post things they wish they had not.

Young people often share images or 'selfies' and there is potential for some of those to be nude or nearly nude images. Young people share 'nudes' for a number of different reasons, and some situations are more risky than others.

For information about the contexts in which images are shared and how best to respond, a look at [nude selfies: a parent's guide](#).

If your child enjoys being online and uses social media apps, games and more, it is important you know how to protect their personal information and support them to make safe choices about what they share online. You can read this [parents' guide to personal information](#) and [how to protect it](#) for more information to support your child.

Some of the most popular apps, sites and games are designed to make it easy to share information online. But once information is shared, you can never be sure who has seen it, saved it or shared it.

If your child has shared something online, they wish they had not – do not panic. Read [my child has shared too much online](#) for advice on how to support your child.

## Steps you can take to help keep your child safe online

### PARENTAL CONTROLS

Parental controls have been designed to help you manage your child's online activities. There are various types, some of which are free but others, which can be bought. However, nothing is totally fool proof so they should not replace the need for you to support and advise your child using the internet. For more information and step-by-step instructions on setting up parental controls visit, [Parental Controls & Privacy Settings Guides - Internet Matters](#).

### HAVE AN ONGOING CONVERSATION

Continue to talk about the apps, games and sites they like to use, and what they like and do not like and any concerns about being online. Discuss with them when to unfollow, block or report. For help starting this conversation, look at, [having a conversation with your child](#).

### BE NON-JUDGEMENTAL

Explain that you would never blame them for anything that might happen online, and you will always give them calm, loving support.

### KNOW WHERE TO GO FOR SUPPORT

Remind your child they can always speak to you or an adult they trust if anything happens online that makes them feel worried or upset. For a breakdown of report services visit, [Supporting your child with reporting unwanted content online](#).

### KNOW ABOUT NCA-CEOP

Young people can report a concern about grooming or sexual abuse to the NCA-CEOP (the Child Protection Command of the National Crime Agency) at <https://www.ceop.police.uk/safety-centre/> and get support from a specialist Child Protection Advisor.

### TALK ABOUT HOW ONLINE ACTIONS CAN AFFECT OTHERS

If your child is engaging with peers online, remind them to consider how someone else might feel before they post or share something. If they are considering sharing a photo/video of somebody else, they should always ask permission first.

### TELL THEM ABOUT THINKUKNOW

The ThinkUKnow websites provide guidance for young people on friends, relationships and the internet, covering topics like dealing with pressure, consent, and getting support when you are worried. You can visit their [website for 11-13's](#) or the [website for 14+](#) for age appropriate information.

### DIRECT YOUR CHILD TO AGE APPROPRIATE INFORMATION

It is natural for young people to start exploring their sexual feelings online and adolescents are more inclined to take risks. It is important to understand this and to talk to your child in a positive, encouraging and safe way. [Thinkuknow](#), [Brook](#), [The Mix](#) and [Childline](#) all provide age appropriate information about relationships and sex that you can signpost your child to.

## More information

**ThinkUKnow** is the education programme from the National Crime Agency's Child Protection Command CEOP (NCA-CEOP). Their aim is to protect children and young people from sexual abuse online.

For more information, advice and guidance visit their [parent's website](#) and download [home activity worksheets](#) for fun, online safety activities to do with your family.

### SNAPCHAT - SOME OF THE RULES

- Never post, save, or send nude or sexual content involving anyone under the age of 18 - even of yourself. Never ask an u/18 to send explicit imagery or chats. Child sexual exploitation is reported to authorities.
- We have zero tolerance for bullying or harassment of any kind.
- Do not send a Snap with the intention of making someone feel bad. If someone blocks you, do not try to contact him or her from another account.
- If someone is in your Snap and asks you to remove it, please do!
- Do not post any content that demeans, defames, or promotes discrimination or violence.
- If your name or a photo/video of you appears in someone else's content in a way you find abusive, harassing, or bullying, [report your concerns](#).

#### To report

You can report abuse on Snapchat, including harassment, bullying, or any other safety concern.


To report someone's Snapchat account, **press and hold** on the Snapchatter's name, tap **'More'**, and tap **'Report'**

To report a Snap or Story you see on Snapchat, **press and hold** on it and follow the on screen instructions.


### TIKTOK - SOME OF THE RULES

- If you are under age 18, you may only use the Services with the consent of your parent or legal guardian.
- All content, software, images, text, graphics, illustrations, logos, patents, trademarks, service marks, copyrights, photographs, audio, videos, music on and "look and feel" of the Services, and all intellectual property rights related thereto (the "TikTok Content"), are either owned or licensed by TikTok.

#### To report an account

Go to the profile of the account you want to report, tap the **Settings** icon , tap **Report** and follow the steps in the app.

#### To report a video

Open the video and tap the Share icon , tap **Report** and follow the steps in the app.

#### To report a comment

Tap the comment you would like to report, tap **Report** and follow

The government has published new advice to help people, particularly children, stay safe online during the coronavirus outbreak including making use of parental controls and the tools available to help manage screen time. Full guidance is available here: <https://www.gov.uk/guidance/covid-19-staying-safe-online>