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Message from Mrs Keep

It seems extraordinary to me that this newsletter marks the end of the first half of the autumn term – and what a start it's been! Things have been simultaneously very different and wonderfully familiar, and I must congratulate the entire school community on the way in which we have adapted to the changes in our routines.

As ever, we've reached the time of year when the school pitches are churned up and our blue carpets are trodden brown with mud by the end of the day. It has always been a secret source of pride for me that this school is frequently caked in mud; it tells its own story of time spent outdoors and a childhood full of play. This year, though, it means more than ever, and I hope none of us will take the space and freedom the children here have for granted. That said, I don't want a school that is permanently brown, so please do watch your inboxes for requests about uniform and footwear, and keep encouraging your children to have the right kit in school each week.

Last weekend, we held an open morning for a reduced number of guests whose children are interested in applying to join LPH in Year 7. As ever, the senior pupils who showed our guests around drew much comment. They came across as confident, personable, interesting and interested young people, and it is wonderful to know that our children can be themselves in any situation and impress visitors. After half term, we will have another Open Morning for families of younger children who wish to start in Pre-School or Reception in September 2021. Places here are already very limited, so if you know of a family friend who wishes to join, please do encourage them to make contact sooner rather than later.

Of course, being a pupil at LPH always extends beyond our own community and I am delighted to report on two recent charitable events. Firstly, I must congratulate George and William in Year 6 for their entrepreneurial fund-raising. Working with 'soul and sunshine' they have been donating bottles of hand sanitiser which they are selling within their bubble to raise funds for Macmillan Cancer Support. When I last checked with them, they had already raised over £70 and were to receive more supplies to continue their good work. It takes a great deal more organisation than normal to run events in the current times, and their resilience and determination have paid dividends. I commend them for the way in which they have organised themselves, their desire to do something for others, and for the outcome of their efforts. I am also delighted to confirm that the *YMCA Sleep Easy* ignited imaginations and we've seen all manner of brilliant pictures of the children sleeping in unusual settings. At time of writing, the school has raised over £380, and there may be a little more to follow. My thanks as ever to the PTA who instigated this charitable fundraiser, and to all those children who took part.

We finished this half term with a mufti day to support *Just One Tree*, something the children discovered more about in their Geography lessons, and the first day of next half term will be *Wear Red Day* to raise funds to help show racism the red card. Like all our charitable events, we hope the children will join in so as to raise awareness of the issues being discussed. If they are able, we would welcome a charitable donation of £1 or more in support of these causes. While we are unable to change the children for Games and PE lessons, please do ensure that any mufti clothing is appropriate for outdoor play and sport.

I hope everyone has a restful half term and look forward to seeing the children refreshed after the break.

News from the Pre-Prep

Pre-School

This week, the children in Pre-School have been learning about Road Safety as part of Road Safety Week. First, Miss Pollak introduced Super Cat the Road Safety Hero and read the story about how he helps children to cross the road. He taught the children to Stop, Look, Listen and Think before we cross the road.

As our Adult-Led activity for the week, the children looked at different pictures and signs about road safety and discussed them. The children were already confident with what each of them did! To finish, the children also had a look at different types of vehicles and had a race with their friends.



Reception

We have been reading the story of *Dogger* by Shirley Hughes. It was really strange because our cuddly toys went missing from our classroom just like Dave's toy, Dogger, went missing from his home. We'd heard that they'd possibly made their way to the lower field.

We got a map of the field and used it to try and locate our toys. We marked on the map the exact location we found our toy; by the apple tree, or by the horse chestnut tree or by the forest school area.



News from the Pre-Prep

Year 2 visit London Zoo

We had an earlier than usual start to school to ensure that we began our coach journey to London as soon as possible. On the way we travelled through south London, where we were able to spot lots of famous landmarks. We crossed the river at Westminster Bridge, spotted the Houses of Parliament, Westminster Abbey, and Big Ben. The London Eye was on our right and we also saw Downing Street, The Shard and apparently many of the children's parents' 'work offices'. What an exciting time (and that was just the outward journey)!

When we arrived at the Zoo we were looked after exceptionally well. There were three trails to follow that took us past the big cats parading proudly, cheeky monkeys picking fleas, waddling penguins, 'ginormous' giraffes, and a very beautiful butterfly exhibition. The children learned lots of new facts about animals to take back to the classroom, which they have used to write their own version of *The Tiger Who Came to Tea*: *Would you like a Lion to charge into your bedroom on a dark and stormy night to join in your midnight feast?*

All adults commented on how well Year 2 behaved throughout the day. They were fun, motivated, good listeners, very patient on the coach and kind to one another; we were all extremely proud.



News from the Prep

Year 3 - Skeleton Science

Year 3 have used the autumnal sunshine to their advantage exploring their learning of skeletons around the school grounds. Having identified and learned the scientific names of human bones, the children were challenged to put their new friends Frank, Arthur and Wayne (now on display in our corridor) back together ensuring that scapulas, clavicles, craniums and metatarsals were all in the right place. This was followed by an investigation into how our skeleton, joints and skeletal muscles work together to help us run as fast as we can. The wonders of technology have allowed us to watch ourselves in slow motion and realise just how many muscles we are using at any one time!



Year 3 - Digital Citizenship

We have had the most amazing discussions around our online identity and what digital footprints we have already established at the age of 7! We are designing our own avatars to realise how our online identity can be different but is still representative of who we are in the real world.

News from the Prep School

Year 4 - Socially Distanced PE

We are focusing on fitness and wellbeing this term in PE, and decided to do a circuit in the Laurent Hall in a social distanced manner. 4A worked very hard as you can see in the photo below, where they are doing sit ups.



World Mental Health Day

The school marked World Mental Health day in assemblies and lessons throughout the week. The pupils came together in learning and discovering how to look after their own and each other's mental health. Neon socks, custard scarves and rainbow hats were the order of the day as the LPH school uniform was accessorised with the colours of the rainbow to show each other that, even in the most difficult of times, we are not alone.



News from the Prep School

Year 6

The pupils have continued to hold discussions and debates within class to develop their speaking and communication skills in English. They have been discussing the often contentious subject 'poaching is never justified'. The children have done well to work collaboratively within their bubbles to develop their opinions and arguments for this topic.

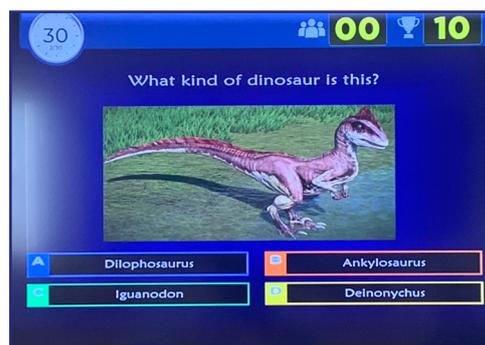


Science Quiz Final

A team of four pupils - two from Year 6 and two from Year 7 - took part remotely in the Science Quiz Final on Thursday 1 October. The event was keenly watched and supported by their peers and teachers as it was streamed into form rooms around the school, and by their parents and family who cheered them on from home.

It was a nail-biting final to watch and take part in! The boys collaborated on their answers and then selected their multiple choice on an iPad that then pinged their choice along with the other 51 schools onto the main screen in front of us. In total, 442 teams (1,768 children) from 308 schools took part in the Science Championship during the last academic year and there were 51 teams from 44 schools taking part in the Finals.

Our team gained an impressive and not at all unlucky 13th place overall. Well done to George F, Francis R, Jethro S and Oliver M. We will be entering a new team from Years 5 and 6 this academic year, but the bar has been set extremely high!



News from the Prep School



Year 7 wax poetical

Local poet Sarah Kember came to school to talk with Year 7.

She wrote the poem *When You Go Back* having been inspired by the positive words and pictures the school children produced and displayed on the outside fence of the school in The Drove way at the end of the Spring Term.

Sarah talked about composing poems and encouraged the children to be creative. She is also a Publisher and a University Lecturer. The children enjoyed hearing about all the new subjects which can be studied.



The children listened intently and asked many excellent questions. Sarah commented on how lovely and deep thinking they are. We are very much looking forward to her return!

Year 8 Urban Geography Fieldwork

On a fairly soggy afternoon, the Year 8 pupils were undeterred as they set off on a walking route of Hove to conduct an investigation into their local area. They completed environmental quality surveys, land use maps, traffic surveys and sustainability evaluations for four different sites. This will enable them to collect the primary data needed for completion of their Geography coursework which will be an Urban Geography study of Hove. This will include use of the data they collected for themselves as well as secondary research conducted using a variety of online resources such as census data and historical maps. Despite things having to be done slightly differently this year, it was lovely to get out and about to study some 'real-life' geography.



News from the LPH PTA



The LPH PTA would like to thank everyone for supporting our Macmillan charity event this year. Sadly we were unable to hold the traditional World's Biggest Coffee Morning but have thoroughly enjoyed the PTA's first-ever Virtual Bake Off!

We are absolutely thrilled to announce we have raised an amazing £681 for Macmillan Cancer Support.

The competition amongst the LPH bakers was fierce and Tim, Lancing Prep Hove's Chef, had some really difficult decisions to make. He was so impressed by the standard of baking in his own words:

'After much deliberation - and so good to see children cooking! - the winners of MacMillan virtual bake off are as follows'

Prep:

Winner - Ethan and Ben B

Runner up - Joe J

Highly Commended - Thomas and Francis R

Pre-Prep:

Winner - Henry W

Runner up - Etta B-B

Highly commended - Velvet P

Adult winner - Ciydem Ekina

Very well done to everyone. Pride and House points will be allocated to the children who received their awards on Friday at school.

Wishing you all a lovely half term.

Lancing Prep Hove PTA

Diary Dates

Week 7 – Lunch Menu Week 2

Monday 2 November

Wear Red Day

18.15 Years 3 & 4 Parents Evening

Tuesday 3 November

Year 1 visit to Herstmonceux

18.15 Years 3 & 4 Parents Evening

Wednesday 4 November

13.30 Year 8 Games @ Yellowave

Week 8 – Lunch Menu Week 3

Monday 9 November

18.15 Year 6 Parents Evening

Tuesday 10 November

ABRSM Music exams @ Worthing URC

18.15 Year 6 Parents Evening

Wednesday 11 November

13.30 Year 7 Games @ Yellowave

18.00 Pre-Prep Parents Evening

Thursday 12 November

Charity Election 2020

18.00 Pre-Prep Parents Evening

Saturday 14 November

10.00 Pre-Prep Open Morning Event

AUTUMN TERM 2020 DATES

Term restarts

Monday 2 November 2020

Term ends Friday 11 December 2020

SPRING TERM 2021 DATES

Term starts Tuesday 5 January 2021

Half Term: from Friday 12 February 2021

usual collection times, restarting on

Monday 22 February 2021

Term ends Wednesday 24 March 2021



Noticeboard

Please may we remind parents that if they are waiting for their children at pick-up time at the front of the school, face masks **must** be worn whilst on the school campus.

We must also ask that parents only come into the school building for prior appointments with a member of staff and wear face masks whilst attending meetings at school.

We would much rather we did not have to ask parents to do this but ask for your understanding for the measures we have been compelled to put in place to keep our pupils, teachers and the wider community as safe as we possibly can.



Wear Red Day - Show Racism the Red Card

This year's Wear Red Day is being held at LPH on the first Monday after half term, 2 November. Wear Red Day is a national day of action which

encourages schools, businesses and individuals to wear red and donate £1 to help fund anti-racism education for young people and adults across the UK.

Every penny raised during Wear Red Day will enable the education and campaign workers to work with more young people and adults across the UK to challenge racism in society.

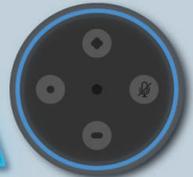
The Pre-Prep enjoyed their Fairy Tales & Fables workshops with *Perform* this week. *Perform* offer a free educational app for iPhones and iPads with fun games, creative tasks and videos of the themed songs and dances. Click [here](#) to download it free or [here](#) to find out more about the Fairytales & Fables theme. *Perform* run regular weekly classes in our local area and are offering a special introductory discount to Lancing Prep Hove parents if their child comes along for a free trial session before Thursday 5 November.

To claim the discount, call *Perform* on 020 7255 9120 quoting LANC051120 or book online at perform.org.uk.



What parents & carers need to know about...

AMAZON ALEXA



Alexa is an artificial intelligence (AI) software assistant created by Amazon in 2014 through which smartphone, tablet and smart device users can issue voice commands and ask questions in a range of languages by issuing the 'wake' or activation word Alexa. It can be accessed in several ways and is integrated into a growing number of 'smart' products including speakers, phones and clocks. Once viewed as expensive gimmicks, Alexa is now one of the most used voice assistants in the world.

Privacy concerns

By their nature, AI voice assistants involve the collection of large amounts of data. How this is stored and the uses to which it is put has aroused growing concern. Experts also worry about who has access to voice recordings, which in 2019 the company admitted sometimes included employees of Amazon and its commercial partners. There is also the more general anxiety that internet voice assistants might record private conversations and not only commands or questions.

Age-inappropriate content

Using Alexa as a speaker to play your favourite songs is one of the most popular uses for the device. However, without any parental controls in place, Alexa won't filter the lyrics so it's possible that children could hear something they shouldn't. Similarly, Alexa isn't always able to identify who or what age the person is who is issuing a voice command so if children ask a question which might not be age-appropriate, the chances are they're likely to get an age-inappropriate answer.



Insecure devices

The devices and their background services are another worry, which can have software vulnerabilities that make them insecure in complex ways. In 2020, for instance, researchers discovered that the services to which Echo products connect were insecure, potentially allowing hackers to access personal information such as voice conversations. In 2017, researchers were able to directly hack an Amazon Echo to send audio to attackers. Amazon has a good record of fixing security problems when they are discovered but it is never possible to find every problem.

Changing Tech Relationships

In a 2019 report published by the Centre for Data Ethics and Innovation, concerns were raised on the disruptive effect that voice assistants and smart speakers, such as Alexa, were having on the way that children interact with technology. From building sentiment and forming relationships which could encourage them to overshare personal details, to a fear of consuming content driven by commercial algorithms and an inability to assess reliability, how Alexa operates could considerably change children's relationship with technology in both the short and long term.



PRIVATE

Safety Tips

Check privacy settings

It's possible to delete Alexa's recordings either entirely, or for a given period, with the instruction "Alexa, delete everything I said." Alternatively, set up the Alexa account privacy settings for that account to delete recordings every three or 18 months. Existing recordings made using the Alexa app can be deleted via Settings > Alexa Privacy > Review Voice History. A final tweak is to turn off the setting that allows Amazon to 'use voice recordings to improve Amazon services.'

Control voice input

If privacy is paramount, one idea is to locate Echo devices in only one room rather than having several throughout the home. In addition, Alexa can be activated only when it is needed by manually turning off the microphone on Echo devices between use. Users can tell when Alexa is in listening mode as an indicator light should appear or an audible tone should sound.

Set pin code

Amazon account users can order items from the company using a voice command, for example "Alexa, buy some toilet paper." To counter accidental use or misuse and avoid racking up big bills, this can either be disabled or protected with a PIN code (it should be noted that this is an audible PIN however, so is not as secure as a typed code).

Look out for 'Skills' apps

A big appeal of Alexa is that thousands of companies have created apps, which Amazon calls 'skills', that add useful capabilities, often integrations with other products or services. These are installed by asking Alexa to 'open/play/start' the skill. For example, a travel skill might be installed to check and automate checking train times and hotel bookings. However, it's important to remember that each of these might have a different privacy policy. A cautious approach is to install as few as possible, de-installing ones no longer in use.

Talk about technology

As more and more homes install voice assistants and smart speakers such as Alexa, it's a good idea to talk to children about safe use of technology. Talk to them about what Alexa can be used for, how useful it can be and how to use it properly. Use it together to begin with and discuss any concerns they might have. Always make sure that children know to never share any personal or sensitive information and that if they need to talk about anything, they should always speak to a trusted adult.

Meet our expert

John E. Dunn has edited and written for numerous computer and technology magazines since the early 1990s, most recently Which Computing, The Register, Forbes.com, Techworld, Computerworld and Naked Security. He is a specialist in online cybersecurity and cybercrime and their growing effect on education, young people and the public.



Part of our Online Mental Health & Wellbeing Series



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What you need to know about... **PERSUASIVE DESIGN**

What is it? 'Persuasive Design'

Social media can be really addictive, and sites want to keep users on their platforms for as long as possible. The more people scroll and consume there, the more money the social networks make from advertisers. Because of this, the platforms have invested heavily in designing themselves to be super addictive, persuading you to stay with them online. Have you ever noticed that you can seemingly scroll forever on Facebook or Instagram? That's because these platforms collect content from right across the internet so they can keep giving you, or your child, stuff to look at.

Know the Risks

Hard to disengage

The most powerful trick used by social media platforms is to show you things they know you're interested in. Most platforms use algorithms to work out what content they should show you. These equations are highly complicated and very effective and keep you engaged for long periods of time. They avoid showing you things you'll find boring.

Limitless scrolling

If you were reading a book, you'd put it down once it ended. It's the same with a newspaper, magazine, or television show. Social media has no natural end, so it's easy to keep on scrolling and lose track of time.

Notifications addiction risk

Whether you're using a social media app or website, notifications from the platform keep you coming back for more. Notifications and alerts are addictive. We generally keep them turned on because we don't want to miss out. They're usually red because red signals danger. Social networks want you to feel like you **MUST** check your notifications!

Plays on emotions

Social networks are great at reminding you of people's birthdays and past special occasions. This means that lots of meaningful memories and messages between friends and families are documented on social media. This creates an almost emotional bond with social networks, leading to people's reluctance to stop using them.

Safety Tips

Set non-phone times

Have some time in the day when no one uses their phone. A good starting point is meal times. This gives you the opportunity to make sure everyone is off social media and interacts in real life. Perhaps when you go for a walk, you could all leave your phones at home or set a phone-free day each week.

Use screen time controls

There are lots of apps that monitor how long someone is spending on their phone and on specific apps. You can also set phones to restrict when certain apps can be used. iPhones have a 'downtime' feature, which automatically shuts apps off between specific times and needs you to manually override the setting if you want to keep using them.

No phones at night

Keeping a phone in another room at night means there are no temptations to check social media or scroll while in bed. This will definitely help improve sleep patterns too. Phones emit blue light, which can trick people into thinking it's day time and keep them from feeling tired.

Turn off notifications

There's nothing you can do to change the design of social media platforms. However, if you're concerned that someone's spending too long on social media, turning off their notifications can help put an end to those alerts that can tempt you back into the platform and break the cycle of 'alert, check, scroll'.

Action & Support

Monitor the situation

See if you can link your child's mood with the time they spend on their phone. Do they start scrolling when they're feeling bored or sad? Is the link the other way around? Perhaps it's the scrolling that affects their mood in which case it's a good idea to intervene and talk to them about how they're feeling.

Practice what you preach

If you're always scrolling, your children will think it's normal that they do too. Look at limiting your own usage and following the same rules for your own social media consumption. If there does seem to be an unhelpful relationship with social media developing, this is probably made worse by spending longer there.

Our Expert

Jodie Cook



Jodie Cook is a leading expert on social media. She is the Founder of JC Social Media, an award-winning team of social media managers and trainers, and was included in Forbes' 30 under 30 social entrepreneurs in Europe 2017. Jodie has appeared on ITV News and CNBC and has worked as a social media expert for The Telegraph, New York Post and Forbes Online.



COVID-19 INFORMATION FOR PARENTS AND CARERS

DO NOT SEND YOUR CHILD TO NURSERY/SCHOOL/COLLEGE IF THEY HAVE COVID-19 SYMPTOMS
Visit: www.gov.uk/get-coronavirus-test to book a test online, or call 119 if you don't have internet access

YOU SHOULD BOOK A TEST FOR YOUR CHILD IF THEY HAVE ANY OF:



A HIGH TEMPERATURE

This means they feel hot to touch on the chest or back (you do not need to measure their temperature)



A NEW CONTINUOUS COUGH

This means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual)



A LOSS OR CHANGE TO THEIR SENSE OF SMELL OR TASTE

This means they've noticed they cannot smell or taste anything, or things smell or taste different to normal

IF YOUR CHILD DOES NOT HAVE SYMPTOMS OF COVID-19 BUT HAS OTHER COLD-LIKE SYMPTOMS, SUCH AS A RUNNY NOSE OR SORE THROAT, THEY DO NOT NEED TO BE TESTED. THEY AND THE REST OF THEIR HOUSEHOLD DO NOT NEED TO SELF-ISOLATE (UNLESS SOMEONE ELSE IN THE HOUSEHOLD HAS SYMPTOMS OR HAS TESTED POSITIVE, OR YOU HAVE OTHERWISE BEEN ADVISED BY NHS TEST AND TRACE).

YOUR CHILD CAN ATTEND NURSERY/SCHOOL/COLLEGE IF THEY ARE WELL ENOUGH TO DO SO.

WHAT TO DO IF...

<p>YOUR CHILD HAS COVID-19 SYMPTOMS</p> <ul style="list-style-type: none"> ▶ DO NOT SEND YOUR CHILD TO NURSERY/SCHOOL/COLLEGE ▶ Whole household begins self-isolation (10 days for a person with symptoms and 14 days for household contacts) ▶ Book a COVID-19 test ▶ Inform nursery/school/college immediately about test results <p><i>WHEN CAN MY CHILD RETURN?</i></p> <p>They can return if the test is negative – providing they are well enough, have not had a fever for 48 hours, and haven't been advised to self-isolate by NHS Test and Trace.</p>	<p>YOUR CHILD TESTS POSITIVE FOR COVID-19</p> <ul style="list-style-type: none"> ▶ DO NOT SEND YOUR CHILD TO NURSERY/SCHOOL/COLLEGE ▶ Inform nursery/school/college immediately about test result ▶ Your child and all household/support bubble members should self-isolate as advised by NHS Test and Trace (anyone with symptoms should book a test) <p><i>WHEN CAN MY CHILD RETURN?</i></p> <p>They can return after 10 days of isolation, even if they still have a cough/loss of smell or taste. These symptoms can last several weeks.</p>	<p>SOMEBODY IN YOUR CHILD'S HOUSEHOLD HAS COVID-19 SYMPTOMS</p> <ul style="list-style-type: none"> ▶ DO NOT SEND YOUR CHILD TO NURSERY/SCHOOL/COLLEGE ▶ The household member should book a COVID-19 test ▶ Whole household begins self-isolation (10 days for a person with symptoms and 14 days for household contacts) ▶ Inform school immediately about test results. <p><i>WHEN CAN MY CHILD RETURN?</i></p> <p>They can return if the symptomatic household member's test is negative and your child hasn't been advised to self-isolate by NHS Test and Trace.</p>	<p>SOMEBODY IN YOUR CHILD'S HOUSEHOLD TESTS POSITIVE FOR COVID-19</p> <ul style="list-style-type: none"> ▶ DO NOT SEND YOUR CHILD TO NURSERY/SCHOOL/COLLEGE ▶ Inform school immediately about test results ▶ Your child and all household/support bubble members should self-isolate as advised by NHS Test and Trace (anyone with symptoms should book a test) <p><i>WHEN CAN MY CHILD RETURN?</i></p> <p>They can return when they have completed 14 days of self-isolation without any symptoms*.</p>
<p>CONTACT TRACING HAS IDENTIFIED YOUR CHILD AS A CLOSE CONTACT</p> <ul style="list-style-type: none"> ▶ DO NOT SEND YOUR CHILD TO NURSERY/SCHOOL/COLLEGE ▶ Your child should self-isolate for at least 14 days, as advised either by NHS Track and Trace or by Public Health England (via their educational setting) <p><i>WHEN CAN MY CHILD RETURN?</i></p> <p>They can return to school when they have completed 14 days of self-isolation without any symptoms.</p>	<p>YOUR CHILD HAS BEEN IN CONTACT WITH SOMEONE WHO HAS BEEN IDENTIFIED AS A CLOSE CONTACT</p> <ul style="list-style-type: none"> ▶ Attend nursery/school/college as normal ▶ If your child does not have any COVID-19 symptoms they should carry on with normal activities 	<p>YOUR CHILD HAS TRAVELLED ABROAD AND HAS TO SELF-ISOLATE</p> <ul style="list-style-type: none"> ▶ DO NOT SEND YOUR CHILD TO NURSERY/SCHOOL/COLLEGE ▶ Self-isolate for at least 14 days in line with quarantine advice <p><i>WHEN CAN MY CHILD RETURN?</i></p> <p>They can return to school when they have completed 14 days of self-isolation without any symptoms.</p>	<p><i>* If your child has been identified as a close contact of a case of COVID-19, or has returned from travel abroad and is self-isolating, they must self-isolate for 14 days – even if they have a negative COVID-19 test result.</i></p>

For further information on COVID-19 in educational settings (including a guide for parents and carers) see: www.gov.uk/coronavirus/education-and-childcare