



WEEK 2

Ski Trip Reports

Below are some of the diary entries from Winchmore School's two very successful ski trips that took place in January. There are still some spaces for the 2026 trips available. If you are interested please contact Mrs Tidmarah our School Trips Coordinator.

Ski Trip 1 - 18th - 25th January

Sunday

The morning session saw students divided into four groups based on their skiing experience. Each group worked diligently on developing their skills, with instructors providing expert guidance. We witnessed fantastic progress throughout the morning, with students encouraging and supporting each other.



The afternoon session brought new challenges as more students ventured onto the chairlift to explore new routes. Their confidence grew with each successful run, and they tackled these new challenges with impressive determination.



Monday

Day two of our ski trip brought more snow and truly stunning conditions. Skiing in the clouds was a magical experience!

All groups showed fantastic improvement with all the students going on a chairlift today, demonstrating new skills and tackling more challenging routes. Backwards skiing was a highlight for our advanced group, and the instructors were incredibly impressed with the students' determination and progress.

After a quick change, we enjoyed a delicious dinner followed by a thrilling evening activity: a mountain skidoo ride! We stopped for a warming hot chocolate and pancakes up the mountain, much to everyone's delight.

Tuesday

Today was another fantastic day on the slopes! We were blessed with beautiful weather, clear blue skies, and perfect skiing conditions. All groups made fantastic progress, with everyone pushing themselves and learning new tricks. There were some



WEEK 2

24.02.25



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impressive jumps attempted, with a few spectacular misses along the way, but everyone had a laugh and kept their spirits high.

We're all heading to bed early tonight, excited for what tomorrow brings. The forecast is predicting 6cm of fresh snow, which will make for even more interesting skiing conditions tomorrow. We can't wait to see what we can achieve!

Wednesday

Snowing all day! Conditions were incredible today with fresh powder blanketing the slopes.

Beginners: Successfully conquered their second chairlift ride and are steadily gaining confidence on more challenging slopes. Intermediate & Advanced: Explored new terrain and enjoyed exhilarating runs in the fresh powder. Empty slopes made for some fantastic skiing experiences.

Ski Trip I - 25th January - 1st February

Saturday

Students arrived at coffee break half asleep full of excitement. After a short wet journey to Stanstead airport, we flew through check in and were treated like VIP guests at security. Once in the departure lounge, we grabbed some food and students spent their pocket money. (Sorry parents, they brought some airport goods). We cruised to the gate on the shuttle and boarded the plane. Students looked out of the window in anticipation of the snowy Alps. We dropped into Grenoble air space with stunning views of the natural landscape. We then made our way to the resort, driving around the winding mountain roads. The students could not believe the amount of snow, as far as the eye could see. After a little rest and settling into our rooms. We all went to ski fit and students were surprised to learn that you need actual 'ski boots' rather than snow shoes!!! After a hearty meal, we all had an early night. While students dreamt of tomorrow's skiing adventures.

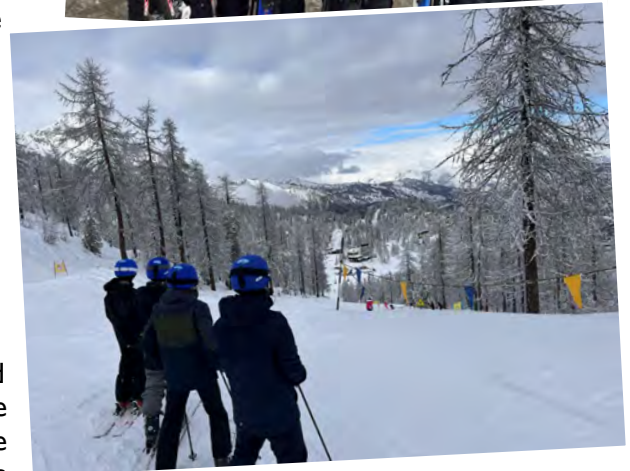
Tuesday

Students awoke to a very big snow fall. Everyone was really excited and couldn't wait to get out for another day on the mountain. Despite the chilly conditions, we were all ready to hit those slopes.

The students could not believe their eyes as the snow filled fir trees glistened in the early sunshine. Two of the groups ventured right to the top of the mountain and embarked on some challenging red runs. While the other two groups spent the time on the blue runs practising their snow plough technique.

Thursday

Today we awoke to another winter wonderland and it was another fantastic day on the slopes! Students continued to make excellent progress, diligently practicing for their ski tests in the morning. In the afternoon, they successfully completed their ski tests, demonstrating their improved skills. The evening was filled with excitement as we enjoyed a lively disco. DJ Falconer and MC Patrick kept the dance floor packed with students and staff, creating a memorable and energetic atmosphere. Everyone is now off to bed, ready for another exciting last day on the slopes tomorrow.





Trip to Frameless Art Exhibition

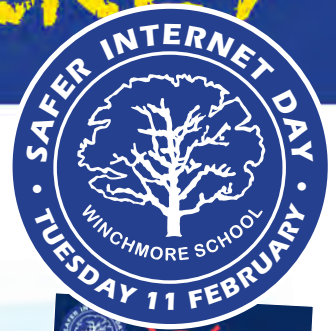
The Art department took some hard working and talented students to 'Frameless', an interactive art exhibition in Marble Arch, London. Here they got to experience an immersive, sensorial art exhibition looking at artworks from various artists and genres.

The students got to experience four different galleries which showcased some of the world's greatest works of art presented in ways never seen before through movement and sound.

All of the students on the trip showed exemplary behaviour, demonstrating great interest and understanding of the artworks as well as being respectful of the environment and those around them.

Well done Year 9 !





Safer Internet Day

SAFER INTERNET DAY 2025

Too good to be true? Protecting yourself and others from scams online



Safer Internet Day
11th February 2025



Tips for Parents and Carers: Keeping you and your loved ones safe online

This Safer Internet Day we are starting a conversation about how to spot, respond to and report all types of scams online. Scams can take many forms and may target anyone, including young people. Use these top tips to keep you and your loved ones safe online.

Enjoy going online together and talk regularly about your family's online lives

The internet is amazing and can help us all to access information and entertainment. Spend time online with your child to understand how they are using technology and talk together about the good and the bad parts of being online. Talk about your own experiences and find other opportunities to get the conversation started, like stories in the news. Make sure your child knows they can talk to you about anything that they see or experience online.

Take online security measures seriously

The internet can be a tool used by criminals to target their victims, but a few [simple steps](#) can help keep you and your accounts secure. Use [strong and separate passwords](#) for online accounts and [set up two step verification](#) (2SV) where it's available. You may also be able to [set parental controls](#) to prevent unwanted online purchases and limit children's access to harmful content.

Look out for warning signs that someone or something online cannot be trusted

"It just seems too good to be true!" – Other common signs of a scam include contact that you weren't expecting or being asked for money or personal information (think: bank or contact details, passwords, or phone numbers). Scammers use [other tactics](#) to manipulate their victims into paying, like playing with your emotions, or building a sense of urgency so you are rushed into making a decision. If you aren't sure it's reliable, don't risk it.

Remember that anyone can be a victim of a scam

Scammers are good at what they do and will target anyone. We all need to stay vigilant and support those who are most vulnerable including children and the elderly by helping them recognise what to look out for. If anyone in your family has been scammed, talk openly about it. There should be no shame in being victim to a scam and it's never your fault.

Know where to get help if something goes wrong

If you or someone you know has been the victim of a scam online, you're not on your own. Help is available and you are not to blame for what has happened. In England, Wales and Northern Ireland, you can report fraud and cyber crime online to [Action Fraud](#) or by telephoning 0300 123 2040. In Scotland, report to Police Scotland by calling 101. You may also be able to report via social media, if the scam has taken place there or to another relevant organisation, like your bank, if you think your account is at risk.

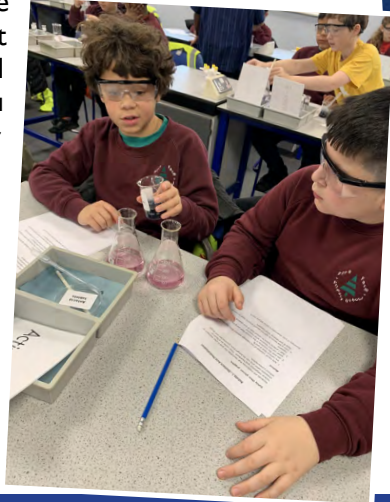
Remember, if you or anyone else is in immediate danger, call 999 immediately.



Science Workshop

On Friday 7th Feb 2025, 30 year 6 children from Firs Farm Primary School joined us at Winchmore school for a science workshop. The children were involved in different experiments including; using red cabbage indicator to test for acids and alkalis using household items. They also got to see the methane bubbles demonstration which they really enjoyed. The children were amazing, they knew so much about science and were so well behaved and so excited to be taking part. Thank you to all the science staff involved Senior Science Technician Mr Amit Nagrani for preparing all the resources, Antonia, John and Miss Cetin. A special thank you to all the children involved and the staff from Firs Farm Primary School.

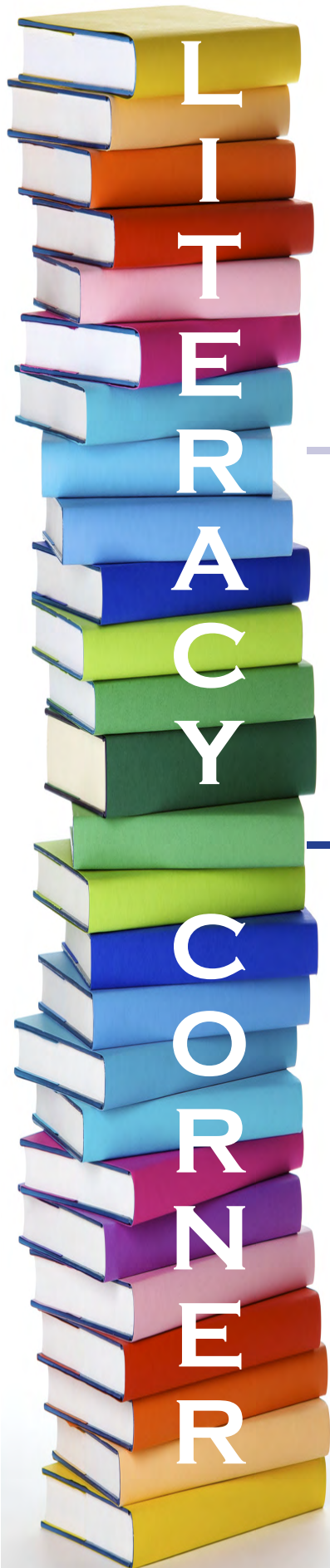
Thank you Dr Ktori
Head of Science



Sixth Form Valentine's Fundraiser

The Sixth Form spread some love on Valentine's Day, by selling roses, chocolate hearts and lollipop hearts, to raise money for Great Ormond Street Hospital.





What are you Reading?

I'm Miss Falconer and I am the Literacy Coordinator at Winchmore School.

It's really important that we encourage our students to foster a love of reading as it offers numerous benefits, from expanding knowledge and improving vocabulary to boosting imagination and creativity. It helps reduce stress by providing an escape, while also enhancing focus, concentration, and memory. Regular reading fosters empathy by allowing you to experience different perspectives and encourages lifelong learning. Overall, it is a powerful way to stimulate the mind and nurture personal growth.

Therefore I encourage you to pick up a book and start reading. Whether it's on the bus home, before you go to sleep, or while you're waiting to pick your sibling up from school. Expand your mind and discover something new. If you feel inspired, I encourage you to write a short review of your book and send it to me at madeleine.falconer@winchmore.enfield.sch.uk and you will be published in the Winchmore Weekly!

I have just started reading 'This Woven Kingdom', which I bought at the School book fair. I am only 5 chapters in and I am already gripped by the character development and mystery surrounding the main character Alizeh.

The story follows Alizeh, heir to the Jinn crown, forced to seek refuge as a servant girl to evade those who would have her killed. The story also follows Kamran, the crown prince, who, upon witnessing Alizeh disarm a thief in the street, immediately has his suspicions. But little does he know how much danger those suspicions will bring for both him and Alizeh...

Mrs Kiazim - HR



WINCHMORE'S WOW! WORD OF THE WEEK

Connotation

Week beginning 24th February



Word Class	Noun
Meaning	An idea or feeling which a word invokes for a person in addition to its literal or primary meaning.
Examples	<ul style="list-style-type: none"> • Our teacher asked us to analyse the connotations of different words in the novel we were reading. • The word "hacker" has a negative connotation, but in cybersecurity, it can also refer to ethical hackers who protect systems. • Textiles GCSE style : In fashion, words like 'luxury' and 'affordable' are often used to describe fabrics. What are the connotations of these terms, and how do they impact consumer choices?

Challenge Wordle : <https://www.nytimes.com/games/wordle/index.html>
Connections : <https://www.nytimes.com/games/connections>



Monday
24th February

LUNCHTIME ACTIVITIES:

- Library
- Music Production Club in M2
- Year 10 English Boost - all welcome
- Girls Leadership Group - Wellbeing hub (the hut)

AFTER SCHOOL ACTIVITIES:

- After School Club Library 3pm to 4pm
- Art club - A2 3:15 until 4pm
- Year 11 Boys Football - 3pm-4.15pm on the field
- Year 10-13 Dance Club - 3.15-4.15pm in DA2
- All Years - Art Club - A1 3.15-4.00pm
- Scrabble club - Monday 3:15-4:15 pm in the EAL room (selected students)
- Film Club 3:00pm-4:00pm- Room 88
- Debate Club - Model United Nations 3-4pm Room 85
- Coding Club - All years 3:00-4:00 pm in Room 03
- Netball club - Year 7-9 3:00-4:15pm

LUNCHTIME ACTIVITIES:

- Library
- Piano Club in M1
- Wellbeing Hub (the hut) is open - all years welcome

AFTER SCHOOL ACTIVITIES:

- After School Club Library 3pm to 4pm
- Year 9 Boys Football - 3pm-4.15pm on the field
- English for specific SEND students 3:15-4:15 pm in the EAL room
- Year 11 Spanish/French Boost classes (selected students, all welcome) 3-3.45pm
- Drama Year 11 Exam Booster TX2 3pm -4.30pm

TRIP: KS4 Textiles to The Wallace Collection

Tuesday
25h February

LUNCHTIME ACTIVITIES:

- Library
- Piano Club in M1
- Poetry By Heart – 1:30-2pm Room 85
- Wellbeing Hub (the hut) is open for Lego Club

AFTER SCHOOL ACTIVITIES:

- After School Club Library 3pm to 4pm
- Year 10 Boys Football - 3pm-4.15pm on the field
- Year 11 RE Boost 3.00-3.45pm

TRIP: KS3 Dance to Oliver

Wednesday
26th February

LUNCHTIME ACTIVITIES:

- **Christian Club** in Room 23
- **Silent Reading Library**
- **KS3 Drama Club** - DR1-1.15PM-1.45PM
- **Wellbeing Hub (the hut) is open** - all years welcome

AFTER SCHOOL ACTIVITIES:

- **After School Club Library** 3pm to 4pm
- **Year 8 Boys Football** - 3-4.15pm on the field
- **Year 7 Boys Football** - 3-4.10pm on the field
- **Years 10-13 - Basketball** - 3:15-4:15pm in the Sports Hall
- **Guitar Club and KS3 Band** in M1 - 3.15-4.15pm
- **Year 7 and 8 Languages Club** in room 79 - 3-4pm
- **Zine Club** 3-4pm Room 85
- **Year 9 Maths Boost for invited students** . 3-4pm
- **Year 10 and 11 Practical Drama Booster** 3pm-4pm DR1 and DR2
- **Year 7 Science Boost** for invited students 3.15 - 4.15 pm

Thursday
27th February

Friday
28th February

LUNCHTIME ACTIVITIES:

- **Wellbeing Hub (the hut) is open for crochet club** - all years welcome
- **Library**

AFTER SCHOOL ACTIVITIES:

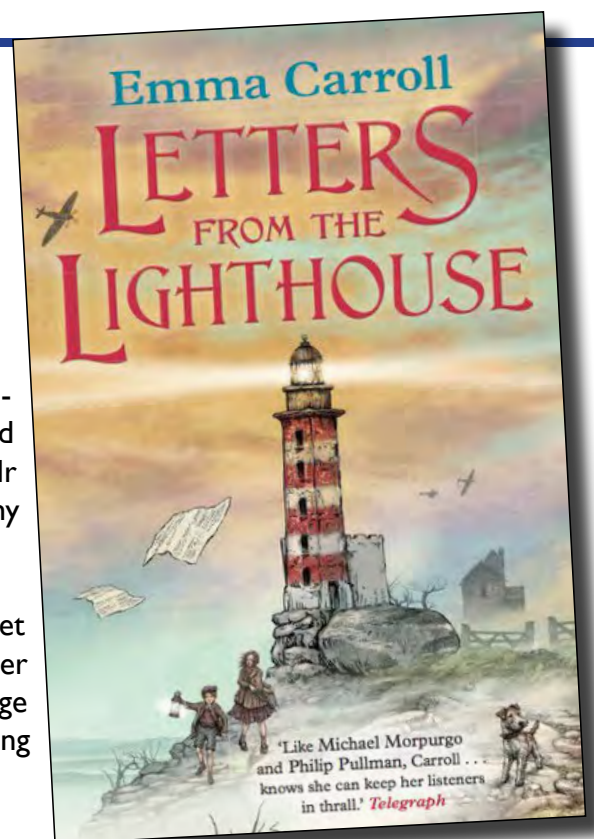
- **Year 11 GCSE PE Intervention** - 3-3.45pm - Room SC2
- **Year 7-9 Dance Club** - 3.15-4.15pm in DA1
- **Winchmore Tabletop Society** - 3-4:pm in room 88

Available in the Library...

Letters from the Lighthouse - by Emma Carroll

February, 1941. After months of bombing raids in London, twelve-year-old Olive Bradshaw and her little brother Cliff are evacuated to the Devon coast. The only person with two spare beds is Mr Ephraim, the local lighthouse keeper. But he's not used to company and he certainly doesn't want any evacuees.

Desperate to be helpful, Olive becomes his post-girl, carrying secret messages to the villagers. But Olive has a secret of her own. Her older sister Sukie went missing in an air raid, and she finds a strange coded note which seems to link Sukie to Devon, and to something dark and impossibly dangerous.





What Parents & Educators Need to Know about

TIKTOK

AGE RESTRICTION

13+

(Certain features are restricted to over-18s only)

WHAT ARE THE RISKS?

Adults tend to associate online videos with YouTube – but among teens, TikTok is king. The app provides a stream of short clips tailored to users' interests, based on what they've already watched. Around half of British children use TikTok, and while much of the content is benign, Ofcom considers it the app where youngsters "were most likely to encounter a potential harm".

AGE-INAPPROPRIATE CONTENT



While TikTok's Following feed only displays videos from familiar creators, For You is a collection based on a user's previously watched clips. Most of these videos will probably be inoffensive, but the app could potentially show something unsuitable. If children then engage with this content, more like it will follow. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the huge number of uploads means that a small amount inevitably slips through.

BODY IMAGE AND DANGEROUS CHALLENGES

According to Ofcom, most online harms for teens are body image related for girls (promoting unhealthy eating, body shaming and so on) and dangerous stunts for boys. Both are prevalent on TikTok. One extreme example of the latter was the 'blackout' trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. This led to two families filing lawsuits against TikTok over the tragic deaths of their children.

IN-APP SPENDING

TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase gifts for content creators. Coin bundles range from £9.99 to an eye-watering £99; while that may not sound appealing, the app still generated £7.9 billion in user spending in 2023. TikTok's policy is that under-18s can't make in-app purchases, but it's possible to bypass this with a fake birth date.

CONTACT WITH STRANGERS



With more than 1.5 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by over-18s (or young people using a fake date of birth) are set to public by default. This means that not only is someone's profile visible to everyone else on the app, it also suggests their videos to others and enables anyone to download or comment on them.

MISINFORMATION AND RADICALISATION

Although the short videos on TikTok tend to be more frivolous than the longer ones on YouTube, clips can still influence impressionable minds in a negative way. Not only is there plenty of dangerous misinformation on TikTok, but Ofcom reports that nearly a third of 12 to 15-year-olds use TikTok as a news source – so you should be wary of misogynistic, racist or conspiracy-themed material shaping how they see the world.

ADDICTIVE DESIGN

With its constant stream of eye-catching videos, TikTok can be addictive to young brains. In 2024, UK children spent an average of 127 minutes per day on the app: that's twice as much as in 2020. Excessive use can interfere with young people's sleep patterns – often leading to irritability – and distract them from other, healthier activities. The instantly skippable nature of bite-size videos may also impact children's ability to maintain focus.

Advice for Parents & Educators

ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account to their child's, and control settings remotely. Parents can then turn on Restricted Mode (reducing the chances of a child seeing inappropriate content), set screen-time limits, make accounts private and manage whether their child can send messages – and if they can, to whom. Children can't alter these settings without parental approval.

DISCUSS THE DANGERS

If a child wants to use TikTok and you're happy for them to do so, it's good practice to discuss the potential risks. Ensure that they don't share any identifying personal information, and that they know to talk to a trusted adult if they're worried by interactions on the app. With more teens using TikTok for news, it's also worth talking about misinformation and propaganda, and how to identify it.

BLOCK IN-APP SPENDING

If a child is using an iPhone or Android device to access TikTok, you can alter their settings to prevent them from making in-app purchases. We'd recommend enabling this feature, as it can be quite easy for a young person to spend a significant amount of real money buying TikTok coins to unlock more features of the app – sometimes without even realising.

READ THE SIGNS

If you're concerned that a child is spending too much time on TikTok, or that they've been emotionally affected by something they've seen, it's important to know how to spot the signs. Increased irritability and a lack of concentration are potential red flags, as is failing to complete homework or skipping meals. Remember, the parental controls are there for a reason, and it's never too late to introduce limits.

Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.



#WakeUpWednesday

The National College®

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/tiktok-2025>


Co-parenting with care

Creating a positive environment for children

This programme is specifically for parents who are separated or divorced and needing support to improve their co-parenting of a child/ren living in Enfield. This is a valuable opportunity to enhance relationships and strengthen co-parenting skills; Both parents are welcome to attend.

Sessions include

- Understanding co-parenting
- Communication skills
- Creating a co-parenting plan
- Navigating emotions
- Building a collaborative relationship
- Resources and support
- Moving forward



These 2 courses will be delivered via MS Teams, over 6 sessions on the following dates and times:

Date: Wednesday 5, 12, 26 February & 5, 12, 19 March 2025

Time: 9.30 am - 11.30 am

Date: Monday 24 February & 3, 10, 17, 24, 31 March 2025

Time: 7.00 pm to 9.00 pm

For more information or to make a referral, scan the QR code, email services@familylives.org.uk or call 0204 522 8700 or 0204 522 8699



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