

Batchwood Newsletter



September 2023

Headteacher's Letter

Welcome back to our September edition of the school newsletter which includes all of our news that has occurred in the first month of the new academic year. We are delighted that Mrs Noble has returned from maternity leave with little 'Maddie'. We have missed the monthly newsletter and all its news.

We warmly welcome 5 new staff to the team;

- Ms Louise Restell joins us as TA to the English department
- Ms Lara Marchant joins us as DT technician
- Mr Gavin Marchant joins the caretaking team
- Ms Emily Canning re-joins the school in leading the Interventions and teaching Maths
- Mrs Sam Cragg re-joins the school as Head of DT

I am absolutely delighted with these 5 appointments, and am very confident they will make excellent contributions to the continuing development of the school.

It is really pleasing to see how well the new Year 7's have settled into school life. They now have their chrome books so that home learning can be completed at home. To date, we have issued over 85 chrome books to the school population. I think this is a marvellous achievement. The vision is that students will come to school with their chrome books, log on and complete work, and then continue this at home. This is all about raising aspiration and embedding ambition for our students.

Uniform continues to be very good. Please can we work together in maintaining these high standards. It is important as a school that we do.

All in all, a very positive start to the new academic year with a definite shift in change in terms of culture and the passion for learning. Let's keep growing together.

Jonathan Kemp

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Supporting your student

Batchwood School is lucky enough to have 5 members of staff qualified or completing their SENCo qualification. The SENCo for each year group is as follows:

Nurture 1- Ms Murphy/Mrs Tedford

Year 7- Ms Smith

Year 8- Mrs Benbow

Year 9- Ms Murphy

Year 10 – Mrs Noble

Year 11- Ms Murphy

For any support or questions regarding the EHCP process or SEN please contact your appropriate SENCo.

For any support or questions regarding academic achievement and the day-to-day happenings of school life, please contact your student's form tutor.

For any support, questions or concerns, regarding safeguarding and/or pastoral needs, please contact The Pastoral Hub.



Batchwood In Pictures

Buddy has taken Batchwood by a storm and will be spending time in DT



James B led the learning and created a new teacher persona, Mr B!



Attendance

Attendance at Batchwood School

At Batchwood School, we want every student to achieve their full potential. We are committed to providing a full and rewarding education to all, and encourage our students to strive for excellence. Research has shown that regular attendance and good punctuality are crucial factors in this success.

Attendance dos and don'ts:

A gentle reminder to all, and a quick check list for new students and families:

- Telephone the school before 9am if your child is going to be absent: **01727 868021**
- Keep us updated throughout the time your child is absent from school
- Be on time for school
- Discuss planned absences and request permission prior to booking
- Do not take holidays during term time. Any requests need to be made to Mr Kemp in advance of booking. Only exceptional circumstances will be considered
- Try to book medical appointments outside of school hours

Rewards:

Every half term, those students who have 100% attendance receive a £5 Amazon voucher. Also, each week in House Assembly, students with 100% attendance for the previous week are entered in a raffle to win a £5 Amazon voucher. Each term, the form with the highest attendance is rewarded with a trip.

Help & Support

We want to work with our families to overcome any issues that impact on attendance, so if you have any worries or concerns, please contact your child's form tutor, the attendance team or the admin team for help and guidance.

Please be aware that it is a parent or guardian's legal requirement to ensure their child attends school. Failure to do so can result in a penalty or legal action.

For more information, please contact Sally Smiles, Attendance Lead on 01727 868021 or email ssmiles@batchwood.herts.sch.uk



Head Student

The position of Head Student at Batchwood School is a very special and important one. The Head Student represents his/her peers across the entire school both as figureheads and in a practical way working to improve their school.

The posts are open to any Year 11s who wish to put themselves forward to be Head Student. Those applying have to write to the Headteacher setting out why they would make a strong Head Student, and what they will do to help improve their school during their year in post.

For 2023-2024, our Head students are: Anthony Cuddy and Cordelia Noonan.



“I would love to be a head student because I love the school and can make it a better place and help all years, especially the year 7’s feel safe. I also attend all my lessons. Students and staff like me and would also agree that I would be an excellent head student.” *Anthony Cuddy*

“My attendance is excellent and I work really hard to go to all my lessons. I get on well with staff and some of the students and I want to do a good job for the other students. Whilst I find social situations difficult, I believe this role will help challenge me and hopefully give me some confidence for the future.” *Cordelia Noonan*

School Council and The House System

School council

The students of Batchwood voted for their school council representatives. School council members are:

Danny T, Charlie E, Archie M, George A, Fred F, Jessica K, Riley R, Olivia B.

Well done to all those nominated and congratulations to the winners!

The House system

Every student in Batchwood School is part of a House.

This provides a sense of community and belonging.

The house system gives children the opportunity to interact with teachers and other students they normally would have no cause to know, creating smaller communities within the larger community where they can make stronger bonds and connections.

The four Houses are:

Attenborough

House Leader: Mr Hurley

Pankhurst

House Leader: Ms Sumeg

Parks

House Leader: Mr Pearson

Hawking

House Leader: Mr A. Kemp (P.E. teacher)

House assemblies run every Friday in Tutor time in the mornings and show students how the Houses are doing. It also gives information about the school and provides puzzles and riddles for the students to think about.

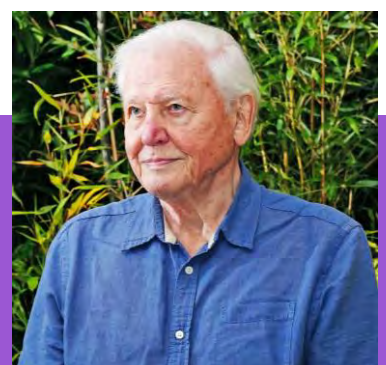
House events in the past have included:

We have run sports competitions (including football and a sports day), design a music jingle for the houses, create posters for Batchfest and the Winter Showcase and design House logos.

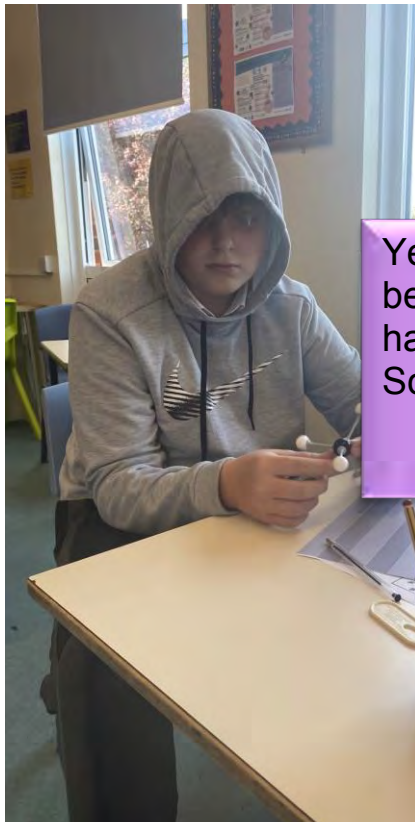
House events coming up are:

Monday 10th October - Art to design a graffiti wall that is connected to the four houses.

Friday 20th October - House Football Competition



Student Work and Achievements



Year 8 have been working hard in Science!



Year 7 made cookies in Food Tech!



Home Learning

Homework is being set each week for your students on google classroom. They have 2 pieces of homework to complete each week. The homework set follows a format of:

Week 1 Week 2
English/Maths Science/ Foundation

And this cycle is repeated. The 'foundation' option means that the students can choose what homework they would like to complete from any other subject that has been set, e.g. music, art, RHSE.

If all homework's are completed each term the student will receive a £5 voucher. All homework's completed will be given house points. It will be good to get your students to get in the habit of doing some work at home as this will support them when it comes to revising for GCSE's. Student's struggle revising in year 10 and especially year 11 as they are not used to doing work at home and have separated the two in their minds. Good habits put in place now will support them in the future.

Core subject homework overviews are below for you to read through:

English	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1 Homework tasks	N/A	Vocabulary Task (WOTW) Reading (Either book or MyOn) SPaG Revision	Vocabulary Task (WOTW) Reading (Either book or MyOn) SPaG Revision	Vocabulary Task (WOTW) Reading (Either book or MyOn) SPaG Revision	Vocabulary Task (WOTW) Reading (Either book or MyOn) SPaG Revision
Autumn 2 Homework tasks	Vocabulary Task (WOTW) Reading (Either book or MyOn) Figurative Language	Vocabulary Task (WOTW) Reading (Either book or MyOn) Figurative Language	Vocabulary Task (WOTW) Reading (Either book or MyOn) Figurative Language	Vocabulary Task (WOTW) Reading (Either book or MyOn) GCSE Revision/Figurative Language	Vocabulary Task (WOTW) Reading (Either book or MyOn) GCSE Revision/Figurative Language



Maths and Science homework overviews:

Maths	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1 Homework tasks	N/A	Sequences and Basic Algebra (set on My Maths)	Pythagoras' Theorem and Probability (set on My Maths)	Fractions, Decimals & Percentages (set on My Maths)	Equations, Sequences, Polygons and parallel lines (set on My Maths)
Autumn 2 Homework tasks	Multiplication and Division, Units, Primes and Factorising, Fractions (Christmas shopping spree!)	Changing the subject, Geometry (Christmas shopping spree!)	Data Handling and Trigonometry (Christmas shopping spree!)	Ratio, proportion, Multiplicative Reasoning (set on My Maths)	Interpreting Data, Cumulative Frequency and Box plots

Science	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1 Homework tasks	N/A	Elements, the Periodic table, combination of Elements	Atoms, elements, compounds and mixtures, development of the periodic table. Bio: Animal and plant cells. BTEC - variation, invertebrates	Separating mixtures, fractional distillation & paper chromatography, isotopes, development of the periodic table BIO : heart, blood, blood vessels	Bio: Homeostasis Physics Waves Bio: Control of blood sugar concentration, body temperature and water levels Physics: Transverse & longitudinal waves.
Autumn 2 Homework tasks	Biological Movement. Solids, Liquids and Gases	Animal and plant Habitats. Food groups and food as an energy source.	Scalar and vector quantities, contact & non-contact forces, resultant force, work done and energy transfer, reaction time, braking distance	Energy changes in a system, conservation and dissipation of energy, National and global energy resources	Chemistry: The rate and extent of chemical change Chemistry of the atmosphere - Calculating rates of reactions, collision theory, catalysts Composition and evolution of Earth atmosphere.

Key stage 4 careers evening

Careers:

The date in for the careers fair for year 10 & 11 the date is 28th September 2023 from 6-7pm.

The aim is to offer support and advice in advance so that students have the time to reflect on their education and career path after Batchwood. During this evening, there will be opportunities to talk to college staff, apprenticeship and employment support options and look at college applications for the Hertfordshire area. We look forward to seeing you there.



Mental Health at Batchwood School

A Parent Guide To The Zones of Regulation Batchwood School



The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Life is 10% what happens to us and 90% how we react to it.
-Charles Sindoll

What is The Zones of Regulation?

The *Zones of Regulation* is a curriculum full of a range of activities to help your child develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when your child plays in a basketball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

Some of the aims of The Zones of Regulation:

- To help children recognise when they are in the different Zones and how to change or stay in the Zone they are in.
- To gain an increased vocabulary of emotional terms so that they can explain how they are feeling.
- To gain insight into events that might make them move into the different Zones e.g. Disagreement with a friend, a certain subject being taught or a fire drill.
- To help children understand that emotions, sensory experiences, physiological needs (e.g. hunger/lack of sleep) and environments can influence which Zone they are in.
- To develop problem-solving skills.
- To identify a range of different calming and alerting strategies/tools that support them. Tools identified may be personalised sensory supports (e.g. use of putty at key times), calming techniques or thinking strategies.



The Zones can be likened to traffic lights:

Green: you are 'good to go!'

Yellow: slow down or take warning

Red: stop and regain control

Blue: rest area where you pull over when you're tired and need to recharge.



Who is *The Zones of Regulation* for?

We need to teach ALL of our children good coping and regulation strategies so that they can help themselves when they experience emotions such as anxiety or stress. Teaching children these tools at a young age will support them in later life.

How will my child learn about the Zones?

The Zones of Regulation programme is advocated internationally and, more locally, by the Hertfordshire MHST. We are introducing the programme across the school as part of the Personal development curriculum. The Zones language will be used as part of daily school life by both teachers and students, in line with our whole school approach to promoting mental health and wellbeing.

Some children prefer not to use the 'Zones language' but label the emotions directly – this is fine and encouraged!

How can you help your child use *The Zones of Regulation*?

- Identify your own feelings using Zones language in front of your child (e.g. "I'm frustrated, I think I am in the Yellow Zone.")
- Talk about what tool you will use to be in the appropriate Zone (e.g. "I need to take 4 deep breaths to help get me back to the Green Zone.")
- At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film/book might be in (eg. "You look sleepy, are you in the Blue Zone?")
- Engaging your child in discussion around Zones when they are in the Red Zone is unlikely to be effective. You need to be discussing the different Zones and tools they can use when they are more regulated/calm.
- Teach your child which tools they can use (e.g. "Let's go for a walk, and listen to music together to get to the Green Zone"). Different coping strategies will be uploaded to our website.
- Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone you could comment that their behaviour is also helping you feel happy/go into the Green Zone. This offers the young person a greater understanding of the impact of their actions on others.
- Put up and reference the Zones visuals and tools in your home.
- Praise/encourage your child to share which Zone they might be in.

It is important to normalise and note that everyone experiences all of the Zones – the Red and Yellow Zones are not the 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another.

How do I learn more about *The Zones of Regulation*?

- Visit our school website
- <http://zonesofregulation.com/index.html>
- Contact your child's class teacher for more information.



I am your Mental Health Practitioner and I'm here to talk about mental health – it's something we all have and it's important to look after it!

Drop in to the Wellbeing Centre for an informal chat; Mondays 11-12

Overthinking?
Can't sleep?
Feeling tense and 'on edge'?
Headaches, nausea, fast heart rate?



Feeling sad or empty?
Not enjoying activities anymore?
Tearful?

Wellbeing

It is common and completely normal to feel anxious, but if this anxiety is beginning to interrupt your everyday activities then it is good to reach out for some support.

We can talk about ways to improve our wellbeing.

We all feel low from time to time, but if that feeling is sticking around for longer than a couple of weeks then try talking to someone about it.

Carolyn McKay, Education Mental Health Practitioner
Email: hopt.mhstalbans@nhs.net

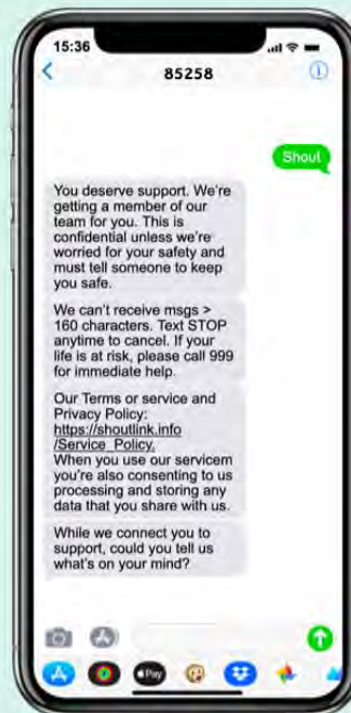
MONDAYS AT THE WELLBEING CENTRE

Hertfordshire Partnership
University NHS Foundation Trust



DID YOU KNOW IF YOU TEXT
(SHOUT) TO 85258 IN THE UK
A TRAINED VOLUNTEER WILL
PROVIDE FREE, CONFIDENTIAL
SUPPORT. IT'S THE FIRST 24/7
TEXTING SERVICE IN THE UK
FOR ANYONE ANYTIME!

Every texter is connected with a real-life human trained to bring people from a hot moment to a cool calm place through active listening and collaborate problem solving.





On The Sandbox website you will find a bunch of stuff about why you might sometimes feel bad and how to feel better.

<https://sandbox.mindler.co.uk/>

You will be able to join loads of online events and share your feelings with others.

If it is the right thing for you, you can also sign up for an assessment for NHS funded therapy (either one-to-one therapy or a digital course).

The Mix is the UK's leading digital charity for under 25s, reaching over 6 million young people each year. Whatever issue a young person is facing, The Mix is always there for them - via our website, over the phone or on social media.

themix.org.uk @TheMixUK

Whether you need a quick chat or more focused support, our trained team provides help for young people aged 11-25.

Talk to us about your mental health, relationships, work life, school life, depression and any other issues all year round.

Call us, email us or chat one-to-one online 4pm-11pm Monday to Friday, sign up for free counselling online or text our 24/7 crisis line.

Important Diary Dates



October 2022

9 th -	House Art competition
18 -	Black History Month Extended Learning Day
19 th -	Year 7 Tea Party
20 th -	House Football Competition
23 rd -	Half Term
30 th -	Inset
31 st -	Inset



November 2022

1 st -	Inset
2 nd -	Inset
3 rd -	Occasional Day
6 th -	Back to School (all years)
13 th	Anti-Bullying Week



December 2022

1 st -	House Challenge
5 th -	Year 11 mocks
6 th -	Year 11 mocks
8 th -	Reports out to parents
11 th -	Learning review week
13 th -	Christmas Show
14 th -	KS3 Trips
15 th -	Whole school Panto Trip
18 th -	KS4 trips
19 th -	Christmas Dinner
20 th -	End of term (half day)

For our latest news and updates go to:

www.batchwood.herts.sch.uk