



AUTUMN 2 – WEEK 2

Welcome to Week 2!

This week we've been exploring the theme of 'choose respect' in school, reminding ourselves why this MCS value is so important in the context of Anti-Bullying week - more on that later.

Looking ahead to next week, we are looking forward to Juniper class hosting a fundraising carnival on Monday at 2pm - learners and staff are invited to come along and bring their cash to raise funds for Autism Support Dogs.

Joke of the week

Benji: 'knock knock' - 'who's there?'
'broken pencil' - 'broken pencil who?'
'ah forget it, there's no point'

Dates for the diary

Coffee morning - Juniper class - 28th November

Christmas Fair 4-7pm Friday 6th December

Visit to Pantomime - Cinderella at Exeter Northcott Theatre - 10th & 13th December (more info to follow!)

Headteacher's Award



This week the Headteacher's Award goes to

Emmerson- Lee

for consistently doing his best and getting lots of greens!

THERAPY FOCUS

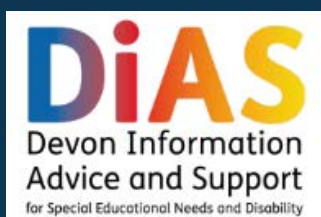
This week, we'd love to share some information about declarative language, a communication approach that can help young people feel less pressured and more in control, particularly when navigating difficult situations.

Declarative language involves sharing observations or thoughts rather than giving direct instructions. For example, instead of saying, "Stop talking", you might say "It seems like it's getting a bit loud in here—what could we do about that?". By approaching situations from a place of curiosity, instructions feel less demanding, helping to support emotional regulation. This strategy is particularly helpful for young people with demand avoidant traits.

At home, you can try phrases like "It seems like you're not ready to leave yet", or "I wonder if you're feeling tired after school—what do you think might help?". These statements encourage collaboration and provide young people with space to reflect and respond in a way that feels safe and supportive.

For more practical tips, we recommend *The Declarative Language Handbook* by Linda Murphy, *The Family Experience of PDA*, and *Can't Not Won't* by Eliza Fricker.

Sian (Speech and Language Therapist)



DiAS are offering some brilliant free training this autumn for parents & carers called 'Making Sense of SEND'. These can be done online or in person, starting on Tuesday 19th November at 10am, and there are flexible options if their dates don't work for you. For more information, visit <https://devonias.org.uk/new-making-sense-of-send-training>

ANTI-BULLYING WEEK

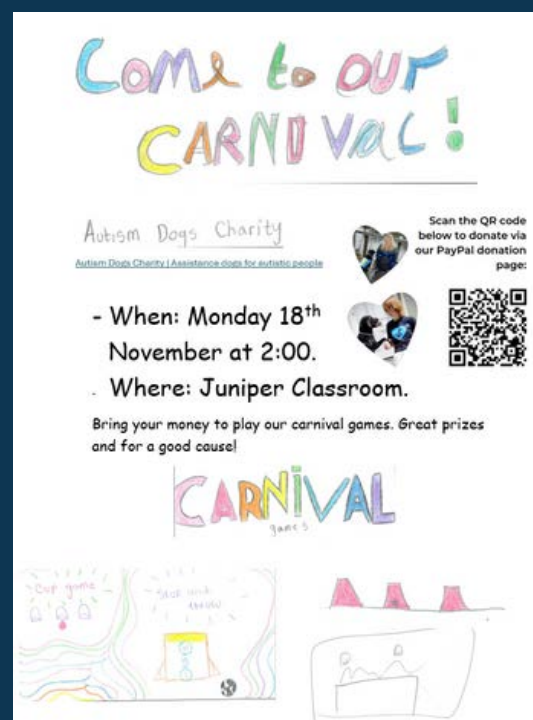
Students from Lime Class have been discussing and researching the effects of cyberbullying and the impact it can cause to someone's mental health. Students highlighted how comments/ posts that are made online can have huge consequences to their online personality and future career options. Some students were brave enough to describe how cyberbullying has impacted their own lives and explained how they currently manage their exposure to negative comments when using social media.



During this week Holly class worked with the resources on the Anti-bullying Alliance website, specifically those in the Secondary Teaching pack. We discussed the theme of 'respect' and tied in what we learnt to the Online (Cyber) Bullying topic that we are focusing on in Online Safety. Thoughtful and relevant contributions were made by all the class to our discussions, particularly by George.

Mel's memo

Please keep an eye out for a letter coming home about the upcoming Panto - please could you return this as soon as possible so that we can get everything in place for this great trip for our learners!





Our Values
Stars of the Week

Respect
&
Resilience

Health
&
Happiness

Kindness
&
Independence

The value this term is **resilience** and we've seen some great examples of this quality in school this week.

Aspen

Mala-ann for always doing her best with a smile

Larch

Aleksandra for engaging well with school activities

Olive

Eve for showing resilience in lessons when facing challenges

Elm

Sophie for working hard all week

Juniper

Otto for showing resilience in his work on Times Tables Rock Stars

Oak

Jackson for applying himself in maths

Lime

Leah for demonstrating resilience when tackling challenges in her studies

Maple

Jasmine for resilience in attending, engaging and trying her best

Beech

Maisie Brown for a great attitude to her learning and great effort too

Holly

Junior for being resilient in his attendance

Ash

Emmerson-Lee for giving his best effort, even when focusing was challenging

Birch

Louie B for showing great resilience during his first week with us

We've had another busy week in the Food Tech department with groups of learners continuing to practice their pastry and bread making skills. Learners in Larch class produced some amazing soda bread rolls which tasted as good as they looked. Learners in Birch class made cheese straws using the rubbing in method, some were slightly over zealous with the cayenne pepper, however they did have an excellent texture. Learners in Ash class developed skills handling filo pastry and knife skills preparing vegetable spring rolls. Oak class worked incredibly hard on their gluten free short crust pastry vegetarian sausage rolls, the outcome was brilliant and they looked amazing! Learners in Elm and Aspen practiced bread making skills whilst making scrumptious spiced fruit soda breads, perfect served warm with butter. Beech class did a fantastic job of preparing iced finger buns, working the dough to shape and form an even batch of rolls before baking and icing. Learners in Juniper class practiced their short crust pastry skills again this week, using the rubbing in method, and practiced rolling out the dough to make some sausage rolls. Learners in Olive class prepared spinach and salmon filo parcels. Learners did a great job of layering and folding the filled parcels. Year 10 learners in Hazel and Maple made a flaky pastry for their sausage rolls this week, what a wonderful sight to see learners handling and working the pastry with more independence and confidence. Lime and Holly class made chocolate and beetroot muffins with a bit of extra dark chocolate.

Next week Larch class will make garlic flat breads. Birch class will continue pastry making and prepare jam tarts. Ash class will make vegetarian sausage rolls. Oak class will make apple and sage filo pastry sausage rolls. Elm and Aspen classes will make iced finger buns. Beech class will practice making a short crust pastry savoury tart. Learners in Juniper will be introduced to using the food processor to make the short crust pastry and make egg custard tarts. Olive class will try their hand at making flaky pastry sausage rolls. Hazel and Maple will be producing a classic French apple tart. Holly and Lime class will be making mini carrot cakes.





AUTUMN 2 - WEEK 3



MONDAY

Outdoor Education
Birch & Larch

Food Tech
Elm & Aspen
Iced finger buns
Ash
Shortcrust sausage roll
Alley House
Sausage rolls

TUESDAY

Outdoor Education
Beech, Oak & Ash

Food Tech
Larch
Garlic flatbread
Olive
Flaky pastry sausage rolls
Birch
Jam tarts

WEDNESDAY

Outdoor Education
Elm, Aspen & Juniper

Food Tech
Oak
Apple & sage sausage roll
Holly
Carrot cake
Hazel
French apple tart

THURSDAY

Outdoor Education
Hazel & Maple

Food Tech
Lime
Carrot cake
Juniper
Egg custard tart

FRIDAY

Outdoor Education
Lime, Holly & Olive

Food Tech
Beech
Tomato & cheese tart
Maple
French apple tart

Safeguarding

This week's focus is on building emotional resilience. On the next page you'll find a guide with helpful information and tips for parents and carers to help support our young people to build emotional resilience.

If you would like any support with any of our safeguarding topics, please reach out to Jane.

10 Top Tips for Parents and Educators

SUPPORTING YOUNG PEOPLE TO BUILD EMOTIONAL RESILIENCE

With increasing societal pressures, many children struggle with managing emotions, facing challenges and processing failure in a healthy way. This is why building emotional resilience in young people is vital for their mental health and personal success. This guide provides practical strategies for parents and educators to help children develop resilience and foster confidence, adaptability and a positive mindset.

1 ENCOURAGE OPEN COMMUNICATION

Regularly engaging children in open dialogue fosters trust and emotional expression. Encourage them to share their thoughts and feelings freely without judgment. Set aside time daily, perhaps during dinner, to ask open-ended questions such as, "What's made you happy today?". This encourages children to express themselves openly.

2 MODEL POSITIVE BEHAVIOUR

Children often learn how to manage emotions by observing adults. By modeling calm and positive responses to challenges, you can teach them valuable emotional management skills. If you've had a difficult day, verbalise how you're feeling and explain how you plan to handle it, such as "I'm a bit wound-up, so I'm going for a walk to clear my mind."

3 TEACH PROBLEM SOLVING SKILLS

Helping children break down challenges into manageable steps encourages a proactive mindset. Explain that every problem has a solution, even if it's not immediately obvious. For example, if a child is stuck on homework, support them in breaking the task into smaller steps, saying things like "Let's focus on just this first question for now."

4 FOSTER A GROWTH MINDSET

Encourage young people to view mistakes as learning opportunities. A growth mindset helps them see setbacks as part of the process, rather than something to be upset about. After a child loses a game or performs poorly on a test, for example, ask them what they've learned from the experience. This reinforces the idea that effort – and even failure – leads to improvement.

5 PROMOTE SELF-CARE PRACTICES

Teaching children about self-care helps them understand the importance of balancing work with relaxation to maintain emotional wellbeing. Parents and carers could start a screen-free hour before bedtime where the family engages in relaxing activities like reading, setting an example to the child for how to unwind.

6 BUILD HEALTHY RELATIONSHIPS

Strong relationships with peers and adults provide a support system that enhances resilience. Encourage positive, respectful interactions to develop social skills. Playdates or group activities can be instrumental in teaching children how to resolve conflicts with friends by modelling and practicing calm communication.

7 SUPPORT EMOTIONAL AWARENESS

Helping children to identify and name their emotions allows them to manage those feelings more effectively. When a child's upset, encourage them to talk to you about what they're feeling in an empathetic and supportive manner, and ask them why they might be experiencing these emotions.

8 ENCOURAGE INDEPENDENCE

Giving children opportunities to make their own decisions builds confidence and problem-solving skills. A good example of this would be letting children choose and pack their own lunches for school, guiding them with options but allowing them to assume responsibility for the task to help them take ownership.

9 DEVELOP COPING STRATEGIES

Teaching children techniques like mindfulness, deep breathing or journaling can help them to manage stress. Show them how to perform breathing exercises when they're feeling anxious, and practise this regularly, reinforcing this behaviour in young people will make it easier for them to use these techniques of their own accord during stressful moments.

10 CELEBRATE SMALL WINS

Recognising effort, no matter how small, reinforces perseverance and encourages children to keep trying. After a child completes a difficult task, makes progress on a project or reaches another type of personal goal, praise their efforts. Emphasise the hard work they've put in and be sure to let them know how proud you are!

Meet Our Expert

Adam Gilllett is Associate Vice Principal for Personal Development at Perisilton Grammar School and works on secondment one day a week for Minds Ahead, which works with schools on improving their mental health provisions.



#WakeUpWednesday

The National College