

ST EDWARD'S SCHOOL

HAMPSHIRE

St Edward's School is a charitable trust providing day and residential placements for boys aged 9-18 years who experience behavioural difficulties associated with their Social, Emotional and Mental Health (SEMH) needs. These may be complicated by additional learning difficulties.

Autumn - 2021

Issue 38

NEWS

Meet our new
staff members

Enrichment
& Integrated Therapy

The Golden Gnome

DIWALI



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DESIGN MATTERS

Any architect will tell you that design obviously matters. My view comes from the personal experience of working within many post-war buildings that were in a dire state of repair. St Edward's School was no different. Alongside a beautiful Grade 2 listed manor house, sat an eclectic mix of buildings in urgent need of transformation. A design that facilitated a teaching and learning space for our pupils became a top priority.

After a comprehensive 'beauty parade', of architects and designers, we selected the Darwin Group to undertake our project. Their remit was to design and build an education facility for St Edward's School.

To ensure that our pupils would be taught in a building that could enhance their learning and provide facilities that they and their teachers needed to fulfil their potential, called for a whole school consultation approach. Ideas were then shared with the Darwin Group and the new building began to take shape on paper. The design was then submitted to Test Valley Council to obtain planning permission. During the school summer break we heard that permission had been granted and work could commence. The permission came with a few provisos, such as re-housing our community of bats! That done, we waited for the demolition team to arrive on site. Using some impressive machinery, they made quick work of removing the old buildings. Out with the old in 2021 and on with the new in 2022!

Sally Webb
Director of Development



It's Christmas!



Our usual Carol Service was not to be this year, in light of Covid restrictions against singing. Whilst the staff missed the opportunity to celebrate with gusto, the pupils were probably thankful that they were spared our tone-deaf attempt at Hark the Herald Angels Sing!

Nevertheless, Advent in school concluded with a wonderful Christmas dinner in the last week, lovingly prepared by our dedicated kitchen team. Pupils and staff took a little extra time out of the classroom to enjoy each other's company and tuck into a beautiful meal with all the trimmings. With Christmas music playing quietly in the background, the wonderful atmosphere was marred only by the suitably terrible Christmas cracker jokes.

Whilst we are a school of staff and pupils, we try our best to create a sense of family and community, and it's gatherings like this that exemplifies that feeling.

On the last day of term, pupils played in our traditional Christmas football match, The Golden Gnome, before we gathered for our celebratory assembly as a whole school.

A combination of pre-recorded material and live performances from a few brave pupils who read excellently, the presentation invited us all to gain an

appreciation of how the greatest story ever told is celebrated around the world. Pupils and staff made sterling attempts at "Merry Christmas", in a host of different languages, whilst our Head of PE, Martyn Payne, with the help of staff and pupils, took us on a virtual tour around the world, exploring yule tide cultural traditions; perhaps most surprisingly, the Japanese tradition of eating KFC on the 25th December!

Kristian Barton once again 'wowed' us all with incredible footage of the year that was, as part of the end of year celebration. We watched a video compilation of our field trips, curriculum enrichment opportunities, visiting outside speakers, education projects, Young Enterprise initiatives, the celebration of other religious holidays, charity drives and our Wider Horizons programme – all designed to increase pupils' Cultural Capital and to help them develop academically, socially and behaviourally.

This opportunity to reflect on an amazing year as a school in the face of unprecedented adversity, left us all feeling very proud, and whilst we were all ready for a break, it also left us looking forward to coming back and making 2022 even better!

Jim Fenimore
Deputy Head



ENRICHMENT

& Integrated Therapy

THE
Bridge

REGULATE • COMMUNICATE • HEAL

We introduced 'integrated therapy' into the school day at the start of the academic year. We decided to integrate therapies so that:

- *Pupils learn the skills they need in the places they will use them.*
- *Pupils have their curriculum supplemented, rather than substituted.*
- *Pupils will have increased practice opportunities.*
- *Teachers and therapists focus on skills that are immediately useful.*
- *Therapists can work with teachers to address problems as they arise.*
- *Assessment can be done across a variety of settings.*
- *Therapists can see whether the strategies they are developing are practicable.*
- *Pupils can then generalise the skills they have worked on during therapy time.*
- *Therapists can find out what a pupil needs to learn to be successful in their daily routines and make those skills in their targets.*

Each therapist drew upon their experience of working with pupils and created a programme that they run daily for six weeks. The pupils move to a different therapist and programme termly. Below, our therapists and teachers outline their respective programmes.

Life Skills

The aim of the Life Skills sessions are to support pupils to identify what life skills are and how they will need to use those skills in the future to develop their independence. The Zones of Regulation programme aims to support pupils to start to identify how they feel, how they may feel in given situations and to explore tools and strategies they could use to support themselves to self-regulate.

Laura Hawkins
Occupational Therapist



Mental Health & Wellbeing

These sessions are tailored to each class group and their different needs, providing psychoeducation on a range of mental health topics, including;

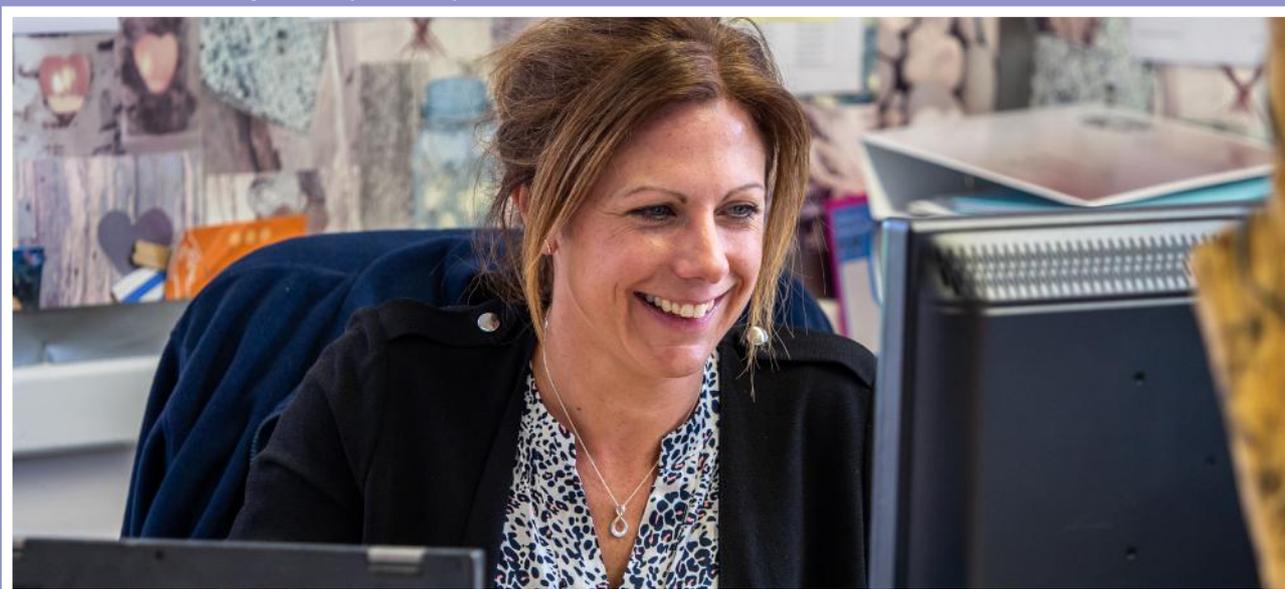
- *Understanding mental health and the importance of good mental health*
- *The link between a healthy mind and a healthy body*
- *Understanding different emotions*
- *Managing stress and anxiety*
- *The importance of sleep*
- *What makes a relationship healthy or unhealthy*
- *Sexual identity and gender*
- *Coping with sexual behaviours and difference*
- *Managing your image*
- *Drugs and health*
- *Building resilience*
- *Understanding and preventing self-harm*
- *Future aspirations*



Information is delivered via different mediums, including films and presentations, worksheets, board games and discussion cards.

Louise Bartel

Child & Adolescent Integrative Psychotherapist



Numeracy

Daily numeracy enrichment sessions are designed to fill in gaps in maths knowledge, enabling pupils to become more confident and independent in using and applying mathematics to solve problems. Creative and fun methods of engaging pupils, range from using a Maths Tracker challenge which has differentiated levels covering all four operations, where pupils try to beat their personal best. Other methods include, Times Tables Rock Stars, which is an online programme supporting pupils to boost their speed and agility at times tables recall. The session provides an opportunity for individual, targeted work as well as collaborative peer work, demonstrating strategies for problem solving with a little friendly competition thrown into the mix.

Amrit Siran
Head of Education

Literacy

The literacy intervention uses Banagrams as a fun and interactive way to play and learn with words. The game helps to build on and promote many of the core skills required literacy for successful literacy acquisition alongside the development of social skills. The group play Banagrams daily with the aim of winning and being crowned, 'Top Banana'. In order to win the players have to be able to:

- *Share a space with others.*
- *Develop flexible thinking. To win you need to be able to quickly adapt your plan.*
- *Improve self-regulation. To win you need to remain calm and controlled.*
- *Accept help and help each other.*
- *Develop metacognition skills.*

The literacy sessions develop skills in relation to:

- *Receptive language, listening and responding during play.*
- *Phonological awareness.*
- *Isolation and manipulation of phonemes.*
- *Morphological awareness.*
- *Vocabulary through group discussion and online dictionary.*
- *Visual attention and processing.*

Victoria Barnett
HLTA and Careers Coordinator



Social Thinking

The groups have learned about some of the Social Thinking concepts and how they apply to real life situations. For example, we have looked at expectations in the work place and the impact of unexpected behaviours on other people's thoughts and feelings, and tangible consequences. Classes have experienced how different people can be impacted to different degrees by unexpected behaviours.

We have practised planning and making telephone calls to make enquiries about leisure facilities. The groups discovered that by pre planning what we want to say, this can take away some of the anxiety around making a call. We have explored how we might interact socially with other people in the workplace and the concept that 'being social' does not necessarily mean having to be friends with someone. We have explored what it means to be 'socially curious' and the benefits of this to everyone.

We have also practised flexible thinking skills when discussing topics of their choice, pertinent to them. Flexible thinking, challenges students to think in different ways, consider different possibilities and things that are not your first thought.

Shelley Stevens
Speech & Language Therapist

P4C **Philosophy for Children**

Philosophy calls on imagination and reasoning and puts these capacities to work; exploring values, assumptions and vital concepts like justice, truth, knowledge and beauty. It creates a learning environment where adults and children can search for meaning together; where our pupils can learn to become adept at reasoning and become open to the reasoning of others.

It is so important for adults and children to talk together in situations where differences can be welcomed and explored. Normally, we don't talk together in this way enough.

Philosophy for Children (P4C) follows a specific structure. Stimuli – usually powerful pictures, film clips, short stories, or even a piece of music, afford pupils an opportunity to create a community of enquiry and ask questions of it, to better their understanding. From these questions, they extract themes and then develop philosophical questions from these themes. The process concludes with a forum for open dialogue in which they sift arguments, explore alternatives, but above all try to understand each other.

These Enrichment sessions are driven by a need to encourage intellectual curiosity, open the door to topics that children won't usually engage in naturally, but ultimately to enable our pupils not only to question, but to form opinions, see value in them and also instil the confidence to have those opinions questioned and respond appropriately.

Jim Fenemore
Deputy Head



Enriching the Science Curriculum

This Autumn term has been a journey in all directions for the Science department.

We have visited the Science Museum in London to study space travel and the history of motoring, to extend our understanding of the current topics and to generate some understanding of what we will be learning next.

The trip we took to Beaulieu Motor Museum was another exciting day out where we were given a private, bespoke tour of the attraction and learned some amazing motoring facts while viewing the vehicles that contributed to the historical and scientific stories.

We decided to enrich our physics curriculum as part of the Wider Horizons programme, by attending a session at our local skydiving centre, where the knowledge we gained about air resistance was put into immediate effect to stabilise and control ourselves.

Not only that, we have discovered plant anatomy while dissecting flowers, as part of our curriculum and also made good use of our facilities while thermally decomposing metal carbonates.

This week, we have been investigating the different methods of purifying water. Our pupils found that distillation was highly effective, although not as cost effective as other means, such as filtration and reverse osmosis. Knowledge of these methods will feature in our coursework submissions, so a practical investigation enabled us to fully understand and prove our theories.

We always ensure that we create the right balance of practical experimentation, research and academic discovery in the Science department to enrich our pupils' learning experience and have already planned another exciting term of fun and discovery.

Shaun Nicholson
Head of Science

SCIENCE MUSEUM



ANYONE CAN COOK

During the Autumn term, pupils have been putting their culinary skills to the test, participating in a 6-week cookery course with, 'Anybody can Cook' as part of their Btec Level 1 in Hospitality. The sessions teach pupils to prepare healthy and nutritious meals using an array of different cooking methods – a fundamental part of their preparations for adulthood.

The practical sessions also enable the pupils to learn all aspects of kitchen safety, using both small and large kitchen utensils and equipment in a correct and safe manner.

The pupils have produced some great dishes over the duration of the course and have thoroughly enjoyed the experience.

Staff and pupils wish to pass on their sincere thanks to Catherine Maxwell for the excellent delivery of the sessions.

Marc Mitchell
Btec Hospitality Lead

BTEC SPORTS

Our Year 11 Btec Sport pupils have been diligently working away on their assignments this term, learning about different aspects of sport and the leisure industry. It's not all assignment writing though and they have been afforded the opportunity to participate in a wide range of sports. They were assessed on their performances and all achieved high grades for their assignment.

In addition, the pupils were tasked with developing their organisational skills and as a group designed, planned and delivered a trip to AFC Bournemouth's grounds for a stadium tour. The pupils were able to use a range of planning techniques and successfully achieved their aim by attending the tour and enjoying a day learning that gave them a better understanding as to how professional athletes and clubs run behind the scenes. The pupils were delighted with the success of their trip and have shown great development in their personal organisation skills.

The pupils have made a fantastic start to their Level 1 Btec course, showing a willingness and determination to succeed, with the degree of independence that we expect from our final year pupils.

Craig Vigar
Btec Sports Lead



CHROMA KEY & GREEN SCREEN

During the Autumn term, pupils enjoyed learning about green screens and how to use them. As part of their curriculum, they worked towards a whole school digital presentation, which was shown to the school community during our Christmas celebration assembly.

Green screens are used in movies to offer a sense of escapism without actually having to travel to a location to film. It is often used on TV to make it look like your local news announcer is standing in front of an animated weather map. Our pupils acted out scenes whilst class members took the lead directing them. They used digital recording equipment to obtain the key assets, so that the full production could be composed. It was a fun and exciting experience, encompassing the creativity of individuals across our school community.

Kristian Barton
ICT Teacher and Communications
Officer

Careers

What's Your Next Step?

Further Education Presentations

We were delighted to invite representatives from both Southampton City College and Sparsholt College into school to deliver presentations to our Key Stage 4 pupils.

Pupils had the opportunity to find out more about the diversity of college courses and apprenticeships available to them, upcoming open events and day-to-day college life.

For any further information, please contact us.

Victoria Barnett
HLTA and Careers Coordinator

vbarnett@melchetcourt.com



The theme of November's Anti-Bullying Week was, 'One Kind Word', focusing on the power of language and kindness. As usual at St Edward's, we started the week by all wearing odd socks to celebrate the fact that we are all unique individuals. Kristian delivered a powerful Thought for the Day assembly, all pupils and staff received official Anti-Bullying Week wristbands and within class time and 1:1 sessions there were activities and discussions on the topic of bullying. Therapy sessions gave opportunities for pupils to reflect on any experiences of bullying, and to think about what could be done to prevent bullying happening at St Edward's.

Pupils were reminded of all that we do at St Edward's, to ensure that our pupils feel safe and are able to 'speak out' about any instances of bullying. We spoke about our pupil friendly Anti-Bullying Policy, which clearly explains what bullying is and what to do if bullying happens. Pupils are aware of the different ways that they can report bullying concerns, including the red box in the Games Room and the designated email address - SpeakingOut@melchetcourt.com

Louise Bartel
**Child Adolescent Integrative
 Psychotherapist**



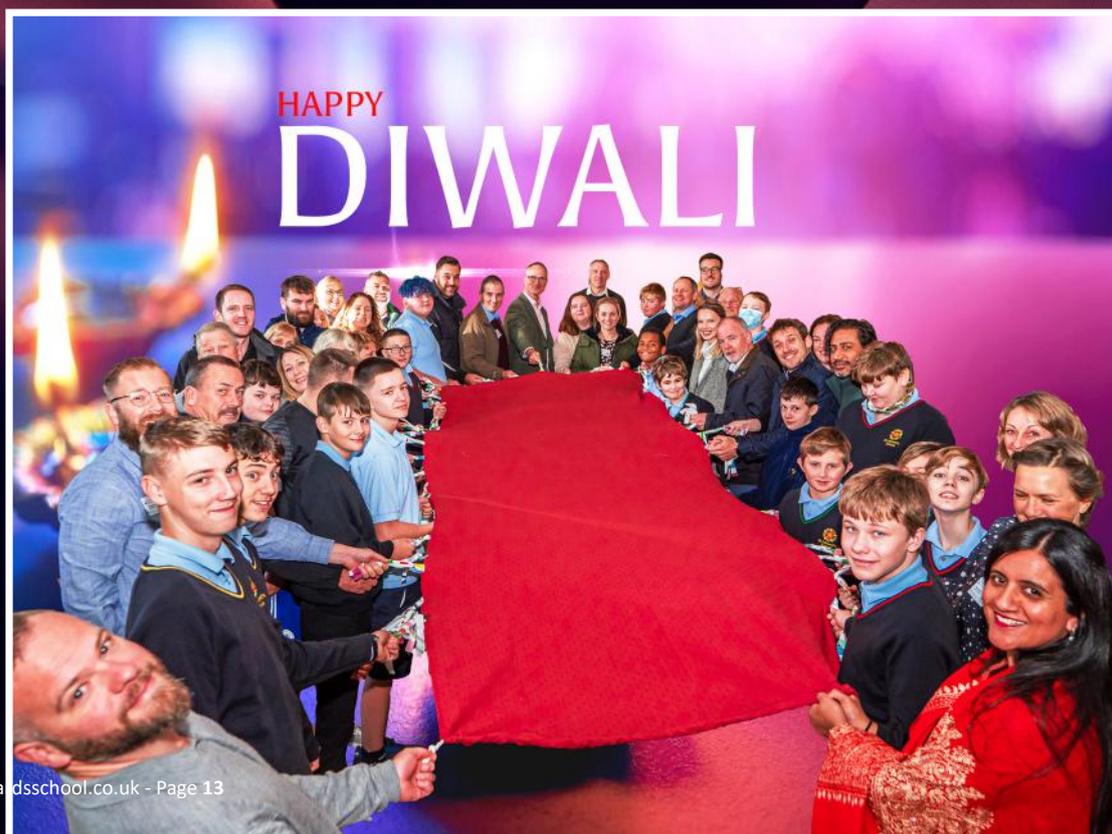
In a world that can sometimes feel like it's filled with negativity, one kind word can provide a moment of hope. It can be a turning point. It can change someone's perspective. It can change their day. It can change the course of a conversation and break the cycle of bullying.
 (ABA Website)



DIWALI

As a way to embrace Cultural Capital at St Edward's, the school joined in with Diwali celebrations in November 2021. During Thought for the Day, pupils were educated on the origins of the festival, to gain an understanding of who celebrates Diwali and why. The message of good versus evil is a universal message that is relatable for all. To honour the story of the Sikh guru who freed 52 prisoners, the school recreated the event, by staff and pupils all holding onto a cape in unity, mirroring what happened all those centuries ago.

Amrit Siran
Head of Education



SCHOOL UNIFORM

The Student Council met with me several times to discuss changes to the school uniform. All agreed that the new uniform had to look smart, but most importantly needed to be comfortable to wear.

After much discussion at Council meetings and sampling of various uniforms, it was agreed to opt for dark blue trousers and a V-neck jumper, whilst retaining the blue tee shirt.

The Student Council felt that a distinctive uniform had a positive impact on a pupil's journey through the school. However, the Council were also very clear that the uniform had to meet the sensory needs of pupils.

The new uniform has been well received by pupils, clearly identifying them as part of the St Edward's School community.

Mr Maher
Headmaster



Bikeability
Cycling Proficiency for the 21st century



In November, our Middle School pupils engaged with the Level 1 Bikeability course as part of their Outdoor Education curriculum. A journey of many miles starts with this first step and this is an exciting gateway to start pupils' cycling adventure.

The course taught them how to make sure their bike was in safe and good condition to ride, to keep overall control of their bike when riding including braking and setting off, pedalling and being aware of their surroundings.

All pupils who took part in the course passed their Level 1 with flying colours and can now progress to the more challenging Level 2 course. In the next course, expert instructors will lead riders onto quiet roads, to experience more realistic cycling conditions. The external staff from Personal Best Education commented on how well our pupils could ride, listen to instructions given to them outside the classroom and their determination to pass the course.

Daniel Farr
Outdoor Education Coordinator





THE **GOLDEN GNOME**

The last day of Autumn term saw the return of our traditional Christmas football match, The Golden Gnome. Pupils (and a smattering of staff) competed in the hour-long football game. The match is a great way for pupils to display their teamwork, sportsmanship and communication skills, as well as the football skills they had learned during the term. All of these skills were on display by the pupils (less so the staff), resulting in an outstanding event.

Both teams started the match at full tilt, ensuring that the goalkeepers were very busy. The match continued at lightning pace with all pupils putting in maximum effort. The game ended in a fair 3-3 draw, meaning that the match would be settled by a penalty shootout. In recent PE lessons, pupils had discussed the emotions and pressures of taking penalties after the negative comments Euro finalists, England faced after their penalty defeat. That being said, all of the pupils supported both sides throughout the shootout. The Blue team were victorious on the day, but pupils who participated in The Golden Gnome should be extremely proud of themselves.

Martyn Payne
Head of Physical Education





TRUSSELL TRUST CHRISTMAS APPEAL

This last Christmas, we collected enough donations to be able to fill 5 large hampers. In total, we were able to donate 201kg of food and other Christmas gifts to the Trussell Trust. Your generosity and compassion made a real difference in the lives of many of our own brothers and sisters in need locally.

At St Edward's School, we try to stand in solidarity with the less fortunate, be they in our 23 Emmaus schools in Uganda or here on our own doorstep. For us, as a Catholic school community, we cannot ignore the plight of those in need. We are driven by the words of St John,

"If anyone has material possessions and sees a brother in need but has no pity on him, how can the love of God be in him?"

So, thank you all once again, for helping make our school community one that is driven by a loving concern for one another and for others less fortunate than ourselves.

Stephen Whelan
Mission, Ethos and Charity Lead



COMPUTER DONATIONS

A wonderful gift was delivered to St Edward's School by Peter Robertson, Senior Head of the DEOS Group on the last day of the Autumn term.

An extremely kind donation of 10 brand new Toshiba laptops for our pupils to use was warmly received by our Headmaster who thanked Peter for this generous offering.

Mr Robertson was on a whistle-stop visit, as he had many other schools to visit, to continue this path of goodwill.

Anne Homewood
Headmaster's PA

TAKING TO THE SLOPES

As restrictions are slowly easing, we have been able to take our pupils to Alpine Snowsports Southampton to learn how to snowboard. This activity is part of our twice termly, whole day Wider Horizons programme and the pupils have engaged and enjoyed the experience. They have learned a lot over the past few months, made great progress in a short space of time and had some fun on the rings along the way!

Ashraf Sumra,
Wider Horizons Coordinator

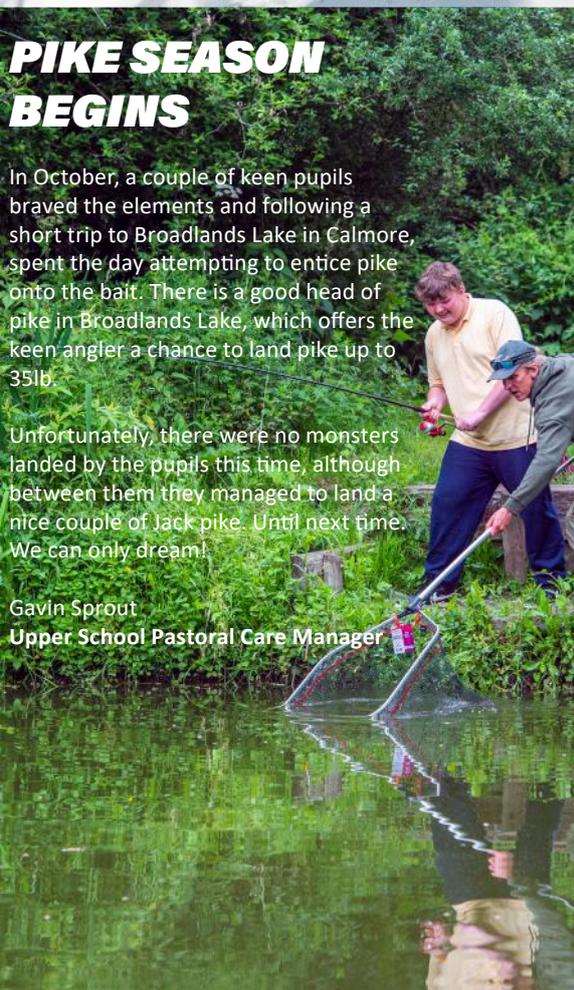


PIKE SEASON BEGINS

In October, a couple of keen pupils braved the elements and following a short trip to Broadlands Lake in Calmore, spent the day attempting to entice pike onto the bait. There is a good head of pike in Broadlands Lake, which offers the keen angler a chance to land pike up to 35lb.

Unfortunately, there were no monsters landed by the pupils this time, although between them they managed to land a nice couple of Jack pike. Until next time. We can only dream!

Gavin Sprout
Upper School Pastoral Care Manager



READY PLAYER ONE?

Gaming at St Edward's

Whilst we take every opportunity to encourage pupils to engage in sport and healthy outdoor pursuits, we cannot ignore their love of gaming and to that end, we try to ensure a healthy balance.

St Edward's has recently purchased the latest gaming consoles as a well-earned reward activity for the pupils. The next generation of gaming brings the largest digital library yet to the smallest Xbox ever. With more dynamic worlds, faster load times and the addition of Xbox Game Passes, the pupils have been able to choose age appropriate games to download onto the systems.

Kristian Barton
ICT Teacher and Communications Officer



DOLPHINS IN THE SOLENT

As part of our regular sail training programme, we were out in the Solent, aboard Moonbeam in November. It was a mild day with light winds, perfect for some spinnaker practice with our keen but inexperienced crew, in preparation for this year's Round the Island Race.

As our session neared its end, we found ourselves motoring gently over the wreck site of the historic Tudor warship, The Mary Rose when all of a sudden we heard a splash in the water.

"What was that?" I asked aloud in panic, as I glanced around, dreading the worst.

"Oh it was only a dolphin," Joe casually replied.

"Yeah right!" we all laughed. "You won't see dolphins this close to land or near such a busy port."

But Joe was absolutely right! We put the engine into neutral and watched, mesmerised as the dolphin swam around the yacht, dipped underneath and popped up the other side, teasing and playing with us. It swam alongside, rubbing its flank along Moonbeam's bows, then dived down and up, blowing as it breached the surface and finishing with a characteristic slap of the tail. It repeated this manoeuvre a number of times to our complete delight. Sadly, we had to return to harbour so engaged the engine again, but our newfound friend followed us for about half a mile and then returned to station above the wreck.

It the first time I have ever seen a dolphin in the Solent and what a pleasure to be able share such a privilege with our pupils. A truly memorable day for us all.

Mark Holmes
Head of Design Technology



Meet our New Staff Members



Jenna Ballem

Hi, my name is Jenna and I am one of the new Teaching Assistants. Last year, I graduated from the University of Winchester with Qualified Teacher Status and a degree in Primary Education, specialising in SEN and Inclusion. I am beginning my career in education here at St Edward's and I am loving getting to know and working with all the pupils. In my spare time, I love to visit and explore new places, as well as being a big football fan! I am really looking forward to continuing to develop and be part of the team.

Jenna Ballem
Teaching Assistant



Gillian Motte

Hello, I'm Gillian and I am one of the new Teaching Assistants. This is only my second term and I have really enjoyed meeting everyone. Before I worked in education, I was an engineer, which was very different, and I much prefer working with young people! Outside of work, I have two grown up sons and recently got a dog called Percy who we all love spending time with. I am looking forward to being part of the St Edward's community.

Gillian Motte
Teaching Assistant



Sophie McAdam

My name is Sophie and I am excited to be a new Teaching Assistant at St Edwards. I am qualified in Childcare and have worked in education for over 7 years. I used to live in Malaysia and I rescued two cats over there and brought them back here. I used to be in a rock band and love horse riding. My favourite television show is the US version of The Office and my favourite food is Taco Bell. My favourite band is Imagine Dragons and my favourite holiday is Disneyworld, Orlando. I am excited to widen my horizons and those of the pupils within the St Edward's community.

Sophie McAdam
Teaching Assistant



Tara Young

Hi, I'm Tara, one of the new Teaching Assistants primarily working within our Middle School. I am relatively new to working in education, having trained as a Woven Textile Designer at the University of Brighton. Whilst working here at St Edward's, I am also currently undergoing a three year course studying psychotherapy. I have a real passion for advocating awareness of mental health in young children and cannot wait to continue my journey here, working alongside the students and staff.

Tara Young
Teaching Assistant





