



Weekly Bulletin

29th November 2024

Dear Parents/Carers, Learners, and Staff,

As the temperature drops, we would like to remind everyone of the importance of wrapping up warm. Please ensure that learners come to school prepared for the weather with gloves, scarves, and hats, as staying warm helps them stay focused and ready to learn.

This week, we would also like to take a moment to reflect on the nature of banter. While it can often be a light-hearted way to connect, it is important to remember that banter should always remain kind and respectful. If it crosses the line into making others uncomfortable or upset, it stops being banter and becomes harmful. Let's continue to encourage kindness and positivity in all interactions, both in and out of the classroom.

A huge thank you goes out to the parents and carers of Year 10 and Year 11 learners for your patience and cooperation during our first online Parents' Evening. We experienced a few teething issues at the start of the afternoon, and while most systems ran smoothly after that, we acknowledge that one connection from a staff member's home caused some delays. We appreciate your understanding, and we are confident that these elements will be fully smoothed out in time for Tuesday's appointments. If you were unable to attend or missed your appointment please contact the office info@belgraveschool.com

Last Friday, Dan Edozie's dulcet tones could be heard on the radio waves. Dan is the founder of the House of Basketball and provides Belgrave School with mentoring through basketball service. If you are interested to hear how Dan triumphs adversity from the age of 12 then click on the link below. Dan has agreed to lead an assembly to share his story with the school next term. [BBC Radio 4 - Life Changing, Missing the bus](#)

Finally, Sunday, the 1st of December, marks the beginning of Advent, and we hope you are as excited as we are to open the first door on your calendars. This season is a time of anticipation and reflection, and we look forward to sharing the festive spirit with our school community.

Thank you for your ongoing support, and we wish you a warm and positive week ahead.

D. E Seagrove and The Belgrave Team



From our SEN Lead, Mrs Cormack

This week we are having a look at ADHD and ASC and how this can affect behaviours: unintentionally or intentionally. This came to mind because as a staff team have been spending time cleaning the boys' toilets quite often throughout the day due to urine on the floor and toilet seats. We have had conversations with the boys, the toilets have ping pong balls for target practice, and we have advised them there is the option to sit down, which I am sure you will do at home with your sons. Obviously, this is a life skill, so we need to continue to help. However, could there be more to this and how to we help then? The research is conflicting, but studies reliably show there is a link between ADHD and ASC and urinating – from taking longer to be dry at night and in the day and both voluntarily and involuntarily urinating where or when it is not socially acceptable. Also, one study found a higher percentage of children with ADHD were also found to have an overactive bladder.

How can we help?

Executive function issue? Executive function is thinking that allows behaviour regulation. Children with ASC and/or ADHD may have reduced executive function and may not correctly read the signs to go to the toilet and it may become rushed. Could we teach good habits such as going to the toilet before going out, at break and at lunchtime? This is something that we regularly encourage at school and I'm sure you do at home.

Sleep deprivation and inattention? ASC/ADHD can be linked to difficulties with sleeping and then inattention at school. Can we encourage sleep/bedtime routines including reduced screen time definitely in the hour before sleeping, exercise earlier in the day, relaxation strategies (warm bath, reading or listening to a book, yoga stretches, calming apps) and reducing caffeine should help.

Overwhelm/Overstimulation/Sensory overload? The environment and all its sensory stimuli can distract a child from paying attention to bladder signals resulting in a rushed visit to the toilet. Can we teach our children to be assertive to help manage their sensory environment – I am working with the learners at the moment on what helps them learn in the classroom. A quiet atmosphere comes up often, so we encourage them to ask to work outside the room if appropriate. We also spend time on mindfulness exercises at school to help with calming the mind.



Assembly - Who Do We Think We are?

I wonder how many of you have watched the BBC TV series *Who Do You Think You Are?*. It charts the journeys of various celebrities in their search through their family history, discovering any number of revelations and family secrets.

Who would have guessed that Boris Johnson, Foreign Secretary, was distantly related to George II? Or that Emma Willis's great-great-grandfather was a would-be murderer? Or that Ainsley Harriott's great-great-grandfather was a white slave trader in Jamaica?



Other famous faces such as Graham Norton, Meera Syal and Colin Jackson have all been shown researching their family trees on the series. They went on an often surprising and sometimes emotional journey as they discovered family they never knew existed and secrets they had no idea were there. More often than not, they were not who they thought they were.

These programmes have a strange effect on the viewer. We see people who we think we know from what we see on TV, and they turn out to be someone completely different. Our prejudices and opinions about that person are put to the test, and it often leaves us asking the same question: who am I?

'Who am I?' is one of the biggest questions we can ask. Think about it for a second. It is a question that has puzzled the human race since time began.

The famous philosopher, René Descartes, said, 'I think, therefore I am.' But how does that help us? What Descartes was saying was that because he thinks, he must exist.

It is something that we can spend a long time considering. I am who I am. But is it about my outer self that I project to the world, or is it more about my inner self?



Year 10 Shelter charity appeal

This term Year 10 are supporting Shelter Charity, we are supporting families in the Bristol area, who may be experiencing increased difficulties during the Christmas period.

We hope that we can donate small items, including **toiletries/ gifts sets, toys for children including sticker books, craft sets, Lego sets, baby items, socks, gloves and hats for all ages, chocolates/selection boxes. Other items such as toothbrushes, toothpaste, deodorants and wet wipes** can also be made into care packages for homeless people.



Many thanks for your support in advance. Items can be donated until Friday 13th December

Best wishes Year 10 and Mrs Milliner



Square Foods recipes

Gingerbread cake

150g plain flour
Ground cinnamon
75g Butter
75g golden syrup
100g black treacle
½ tsp bicarbonate of soda
1 chunk of stem ginger, finely chopped
1.5 tsp ground ginger
½ tsp mixed spice
60g dark soft brown sugar
25g ginger syrup
125ml milk
1 egg
1 tbsp icing sugar

Preheat the oven to 170C. Line a tin (preferably 30x20cm/12x8in) with baking paper.

Sieve the flour into a large bowl along with the ginger, cinnamon and mixed spice and gently mix them together to combine.

Place the butter, the brown sugar, the syrups (Golden Syrup and stem ginger syrup) & black treacle into a saucepan. Melt everything together over a gentle heat.

Remove the melted mixture from the heat and whisk in the milk, the bicarbonate of soda and the eggs. Gradually add the contents of the saucepan to the flour, making sure everything is well combined. You will end

up with a wet, pourable batter. Stir through the chopped stem ginger (if using).

Bake in the oven for between 45 minutes and an hour. When the gingerbread cake is springy to touch, it will be done.

Cool in the tin for half an hour and then turn out onto a wire rack. Dust with icing sugar to finish. If you can, keep for a few days before eating – the gingerbread cake will get stickier as it matures.

Green mac n cheese – based on a Jamie Oliver recipe

1 large leek
3 cloves of garlic
200g broccoli
200g cauliflower
40g unsalted butter
½ a bunch of fresh thyme (15g)
2 tablespoons plain flour
1 litre semi-skimmed milk
450g dried macaroni
30g Parmesan cheese
150g mature cheddar cheese
100g baby spinach

Method

Preheat the oven to 180°C.

Trim, halve and wash the leek and peel the garlic, then finely slice with the broccoli and cauliflower stalks, reserving the florets for later.

Place the sliced veg in a large casserole pan over a medium heat with the butter, then strip in the thyme leaves and cook for 15 minutes, or until softened, stirring regularly.

Stir in the flour, followed slowly by the milk, then simmer for 10 minutes, or until thickened, stirring regularly.

Meanwhile, cook the pasta, and veg florets in a large pan of boiling salted water for 5 minutes, then drain.

Grate the Parmesan and most of the cheddar into the sauce and mix well. Tip into a blender, add the spinach and whiz until smooth – you may need to work in batches.

Season to perfection with sea salt and black pepper, then stir through the pasta and veg florets, loosening with a splash of milk, if needed.

Transfer to a 25cm x 35cm baking dish, grate over the remaining cheddar. Bake for 30 minutes, or until beautifully golden and bubbling.

Dan Ford | Kitchen Manager and Community Cookery Teacher
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House of Basketball request

Below is from Dan Edozie, Director of House of Basketball. He delivers mentoring through collaborative sport and has just started working with Year 8.

Dear House of Basketball members, Parents, Carers and young participants,

We hope this message finds you well. We're reaching out to invite you to join hands with us in supporting an initiative that is making a real difference in the lives of young people around the local community.

House of Basketball is dedicated to providing a safe, positive, and engaging space for kids in Bristol, particularly those in deprived areas. Through basketball, mentorship, and community programmes, we're helping kids stay active, build confidence, and avoid the negative influences of street life. But we can't do it alone—and that's where you come in!

By supporting us through Co-Op Shops, you can help House of Basketball reach more young people and provide them with access to resources, coaching, and a community that cares about their future.

Here's how you can support:

1. Use this [Co-op](#) link to support House of Basketball by either becoming a member or login in to donate to a cause. It's £1 to register via downloading the Co-op App and then you can choose House Of Basketball as your cause.

Or

2. Donate or volunteer if you're able to contribute in other ways—every bit of help makes a difference.

Your support will enable us to expand our programs and reach more young people who need a safe and inspiring environment to grow, play, and learn. Together, we can create lasting change, one kid at a time.

Please pass this onto family members, friends, work colleagues and any organisations that could support us too.

We are truly grateful for your continued support and being a part of this journey. Let's work together to build a brighter future for our young people in Bristol.

Kind regards,

House of Basketball Team



Kooth Podcast

Join us as we chat about everything mental wellbeing from building self esteem, to letting out our lockdown frustrations - as well as some guided meditation. We are a safe and accepting place for all listeners, so take a break from everyday stresses to sit back and enjoy our fun and interesting episodes such as.....

Movement for mental health: barriers to being active

"We often hear about the positive impacts of physical activity and movement on our mental health and wellbeing, but there may be times when physical activity feels difficult for all sorts of reasons." Listen in to counsellor, Gemma, discussing the impact of movement on our mental health, how being active might not always feel so great, and how we might work with any barriers we might have.



This Week:

Each week, our dedicated Learning Support Mentors will shine a spotlight on their classes achievements and provide a concise synopsis of their week's events.

Key Stage 2 Class We have had another busy and enjoyable week in Key Stage 2 this week. On Tuesday, we made Christmas preparations and made a Christmas cake. It is traditional to make a wish when mixing the cake ingredients together and lots of staff also made a wish. In Maths, we have been learning about the seasons and ordering the months of the year. For Wednesday workshop we joined Year 7 on a trip to Sparks in the centre of town and learnt a lot about food sustainability.



Year 7 Class Year 7 worked on making their own tipis for history when learning about the native Americans. Each one was so unique and brilliant. For their Lego session, they worked hard on their biomes using floral pieces of Lego to create a pleasant and bright environment. In English, we have been working on story writing, creating an opening that will hook a reader in and looking at story structures via the story mountain. For Cooking, we made an Eve's pudding. We had a variety of fun!

Year 8 Class We have had a fantastic week. In Practical Maths we budgeted for a family of 3 for a month and recognised that we could not afford a cat or a McDonalds! In Kickboxing, we were doing elbow manoeuvres and superman punches. We are all very proud of ourselves for not falling on our faces. In Project Portfolio we are creating a Christmas themed stall in the last week of school – so please watch this space!

Year 9 Class have dealt really well with the change in classroom due to the last mock exams and have not lost their engagement during lessons. In cooking, the class made Jollof rice and chicken, which went down a storm. In Art, the class have been creating their day of the dead skulls which they are all relishing!



Year 10 Class PE: We have been improving our kickboxing by working on the flying kick known as the 'superman' and elbow punches.

Square food: They worked on their baking skills by making a sweet gingerbread and mac and cheese with vegetables.

English: We have been analysing poems in preparation for exams and looking into the Christmas carol exploring how Charles Dickens shows the changes in a character's identity and identity.

Maths: We have been working on identifying the rule on sequences and finding the nth term in a sequence.

Art: We are expanding on last week's project by creating more art pieces that reflect an artist printworks.

Geography: They have been looking at the River Thames as an example of landforms found along the course of a river.

PSHE: The class has been examining the elements of what laws protect children's rights.

Challenge: Learners have been making posters for charities to help raise awareness to our donations.

Year 11 Class This week we reach the finish line for Year 11 Mock GCSE exams, as our learners can now reflect on the work they have done, as well as consider what revision they need to do before next year. However the work continues; in English we are going through the poems about war and conflict and in Biology, we are focusing on the digestive system and the breakdown of enzymes. Our highlight for the week was learning how to do a "super man" punch in kickboxing, which required a breakdown of technique and focus.



Dates for the diary next term:

for Years 10 and Year 11 Teams online appointments

3/12/2024 Parent/Carers Evening for Key Stage 2 and Years 7, 8, 9 Teams
online appointments

16/12/2024 Christmas Lunch for all

17/12/2024 End of term

