



BATTLE NEWSLETTER

March 2024

A message from Caroline

Can you believe we are halfway through the academic year already! We are enjoying the remainder of this spring term whilst also looking ahead to the summer term. We can't wait to see what the rest of the academic year brings.

I would like to take this opportunity to thank parents, foster parents and networks for your ongoing support. Throughout term 3 we experienced higher than usual absence through illness of both adults and children alike. Thank you so much for your patience, kindness and support during that time.

It can be tricky deciding whether or not to keep your child off school when they're unwell. If you do keep your child at home, it's important to phone us on the first day. Let us know that your child won't be in and give us the reason. Here is a link to some really useful guidance provided by the government to help you decide whether your child should attend school: [is my child too ill for school?](#)

In amongst this, we have continued to grow and develop. We are now at 44 children on roll and numbers of children are rising steadily whilst still retaining our ethos.

Throughout the Easter break, our new community meeting room will be taking shape which will enable these meetings to continue to develop and continue to be the foundation of our school day.

I look forward to seeing as many of you as possible at our open day in Term 6.

Caroline Belchem
Head Teacher

Forest School Antics

Children have been working with each other to learn new skills. This term we have applied their knowledge into practical skills in establishing lighting campfires safely and maintaining the area.

Children have shown great strengths in their outdoor learning and taking risks under supervision and begun to develop this knowledge and combine cooking into their sessions, bacon sandwiches being a clear favourite. Forest school continues to be student led, play based sessions with children having freedom to explore the forest school area and channel their inner creativity, adapting games and creating spaces of their own. Sensory is a main aspect within forest school with the use of the swing, trim trail and strategies children have started to develop for their own regulation. Children are given time, space and freedom during every session to allow them to draw upon the therapeutic nature of being outside and opening up a world of play.



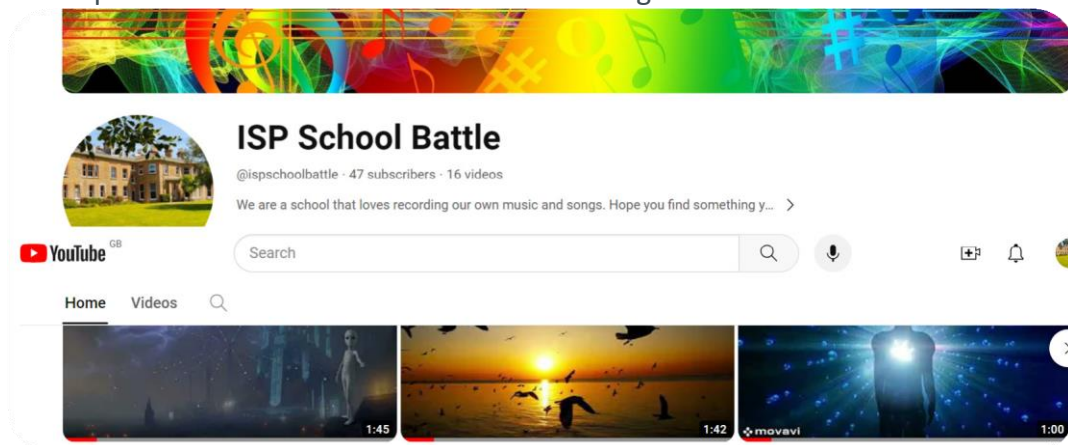
Our new addition to the Music Department

The Music Department is happy to announce the arrival of our Ibanez RG350 in bright yellow. It looks great, sounds fantastic and the children are certainly enjoying playing it.

We use Music for children to be creative independently and to promote small group work with the aim of growing in confidence and building skills of communication and self-expression. Everyone has the ability to respond to Music, we use this connection to develop relationships within our school.

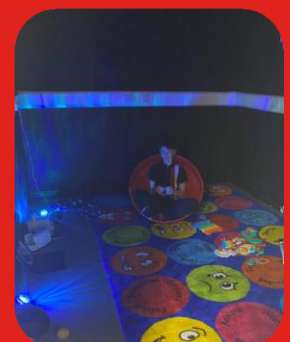
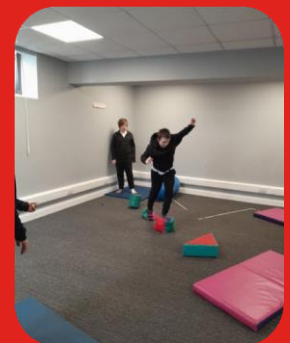
Children make sense of their world through play, children can 'play' with sound, using this powerful means of expressive communication to explore their feelings and ideas in a creative way. This is particularly relevant for our children, as they often struggle to understand their feelings well enough to put them into words.

The focus is on creating music in a live and spontaneous way, therefore please check out the three new tunes that we have posted on our YouTube channel! Don't forget to Like and Subscribe.



Sensory Circuit

Children have been exploring a variety of different activities to support their understanding of their own sensory needs. These activities are categorised into three: Alerting, organising and calming. When exploring these different activities children can start to recognise which activities work best for them and supporting their regulation within school. Student led sessions allow children to take a certain amount of risk and push through their own boundaries at their own pace, trialling variations to best suit them. Each group have formed different styles to sensory circuits, and been very creative in their thinking. Children have opened up senses through hide and seek in the dark, closing of parts of their sight, embracing their hearing, curiosity, and intuition. Whilst others have used the equipment to be used as intended, to create dens and used within games they have created and adapted. Children are exploring their gross and fine motor skills throughout sensory circuits, but also their sensory regulation through messy play by making slime, glue pictures and candle making and utilising the calming room using coloured lights, music and fidget toys.



Key Stage 3 and 4 Art

In Key Stage 4 classes in Art and Textiles, the students are invited to come up with their own design ideas.

Here is a mushroom hat made from cardboard, fabric and beads and a white top sewn with ruffles - a work in progress. They have wowed us all with their talent and creativity! Really well done.



The children in KS3 were looking at the story of the Titanic and have based their artwork around this theme. They produced some beautiful work with their drawing, painting and in 3D model making.



Children have also been enjoying working with clay and creating their own designs using their imaginations, which for some of our children is really tricky.



In Art we are looking at Shakespeares 'Tempest' this term. Here is some of their work created so far using the digital board and paint.



Comic Relief

On Friday 15 March we held a non-uniform day where the community paid £1 each to wear something red. Thank you to everyone who donated to our Comic Relief collection helping us to raise £48.80.

The money we raised will help Comic Relief to support organisations all over the UK and around the world. This really demonstrates how important our school values are to the whole ISP community – just a reminder of our values where relationships are the cornerstone of everything we do at ISP School, Battle -



- **Relationships** – we learn to develop effective relationships by building trust and respect and developing self-esteem and self-confidence.
- **Education** – we are learning to learn in all that we do.
- **Lifelong** – we make relationships which will support and inspire us to be our best. We recognise the importance of wellbeing and positive self-image.
- **Aspirations** – we are looking to the future and working on positive and life-affirming targets towards where we want to be.
- **Teamwork** – we work together to achieve excellence.
- **Equality** – we embrace the opportunities we are presented with and show respect to all.

Polegate Equestrian Centre

Wow what a term we have had! Despite all the rain we have had, each week the children have taken the ponies out for a hack through the woods.

After their ride, they get involved in the stable management. This can involve mucking out, filling water buckets and filling haynets. The children can find this a little smelly but they give it a go.



Children investigate sinking of unsinkable ship!

During Term 3, children took part in a cross-curricular theme around the Titanic.

In English, children undertook a number of activities around reading and writing historical non-fiction and carried out speaking & listening activities. Children carried on building their skills around explicit and implicit text, empathy, descriptive writing (with a particular focus on adjectives and adverbs), newspaper codes and conventions, different forms of communication (postcards, letters etc) and read an account of that fateful night by a survivor, from which they were able to write their own accounts. Children also researched specific characters who they used for Speaking & Listening, by dressing up and visiting each classroom, introducing themselves to adults and children in character and being able to recount a bit about their life, such as who they were, what class they were travelling, why they were travelling, and who with.



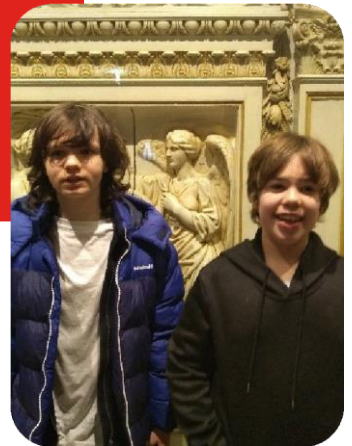
Over the Christmas holidays, Amelia's English classroom was transformed into a Titanic Learning Zone. The Scheme of Work was topped off with a trip to the Titanic Experience in Southampton. Read Seth's write up of the trip further down.



Getting ready for a speaking and listening assessment



A trip to the Titanic Experience in Southampton



Terrific Titanic Tour by Seth

On the last week of term 3, I went to the Titanic exhibition in Southampton with my class. We travelled by coach all together. Because we were doing a work related end of term trip because we were learning about the Titanic.

When I first entered the Titanic exhibit I saw a wall of people's names (some had photos with them) these were all the staff on board the Titanic who died on the night of 14th April 1912. I was shocked at how many members of crew were lost on that night.

The Titanic hit an iceberg that was not seen until it was too late due to crew not having their binoculars to spot free flowing icebergs.



There was a Lego Titanic Sculpture that someone had made.



International Women's Day

David Law is the Prevent Project Officer for the Safer East Sussex Team. This joint agency team is based at Hammonds ISP School Battle. We continued to celebrate International Women's Day on Friday 8 March. We continued to celebrate International Women's Day in our Friday Music assembly. This weekly assembly promotes the Relationship-shops Workshops. These workshops give young students the chance to discuss Community Safety issues that can make an impact early in the development of young people. Building resilience to these issues is vital and to the school adults in support of International Women's Day.



The song "Single Ladies (Put a Ring on It)" by Beyoncé is a call for women to be independent and empowered in their relationships – a clever choice by Kyle.



College Visits

Year 10 and 11 students visited the Eastbourne Campus of East Sussex College and Bexhill College.

At Bexhill College we looked at their fantastic art, design and fashion work; looked into the theatre and music production areas; and their engineering facilities as well as their cafés and library.

At Eastbourne we were shown around their sports facilities and met the engineering and construction tutors who were ready to answer questions. We visited geography and the science department.

It was a good chance to see the courses available but also to think about transport and the practicalities of traveling to college.



KS4 GCSE Speaking and Listening Assessments

Term 3 once again saw KS4 doing their Speaking & Listening Assessments for GCSE English Language. This year, due to the size of the group, for the first time, children used the Community Meeting Room to deliver their speeches. Children did really well in what could be seen as a far more intimidating environment than their classroom. Adults made sure that they felt comfortable by providing lots of opportunities to practice in the room before the big day.

The format for the Speaking & Listening is always around the idea of banishing their least favourite item, place, idea or thing into Room 101. This provides them with the opportunity to talk about a subject they feel really passionate about, and this year, as in previous years, children provided us with a range of subjects that showed their maturity and interest in the world around them. Some of the items banished to Room 101 included: Dangerous Driving; Homework; Homophobia; Fad Diets; Snakes and Animal Cruelty.

Each presentation lasted at least 5 minutes (often a lot longer), and was well researched and written. After their speeches, children answered a range of questions from an audience of adults and children. Adults were really impressed with the way the children worked through their anxiety to practice, practice, practice, ensuring their final delivery was as good as it could possibly be.

Although a great deal of work for adults and children, everyone finds the Speaking & Listening Assessments incredibly rewarding once completed. This activity goes a really long way in building not only a vital skill for college and beyond, but also in a growth of self-confidence and self-esteem.

Finally, a massive thank you to Alex, who was an excellent host for the event – resplendent in gold sequin jacket, delivering their final verdict with great aplomb and a very dry wit!

Food Technology

KS3 students have been experimenting with flavours. They made cupcakes and added their own flavours. It was a delicious day, with chocolate, cinnamon and chilli combinations; banana, lemon, toffee flavour.





As well as baking shortbread, scones and brownies to celebrate a traditional afternoon tea on the Titanic, we cooked Yuk Sung to celebrate Chinese New Year.



The Titanic continued!...

Students topic was the
Titanic

Ticket for 2nd Class dining room
Each passenger is given a ticket for one of the dining rooms – 1st, 2nd or 3rd Class.



Students were learning about the
Titanic cross curriculum and
comparing food of then and
food of today.

We made Cabin Biscuits from the Titanic,
we prefer the biscuits of today but it was
interesting to find out what they ate on the Titanic.



Scientific Magic!

Gareth's class have spent Term 4 foraying into the world of Shakespeare, particularly The Tempest.

In Science, making magic potions allowed us to think about 'Phase Change': Turning solids into liquids, chemical reactions by mixing sodium bicarbonate and acetic acid, coagulation and flocculation (glitter and food colouring added to water) and of course the most exciting soda geyser, which is a physical reaction between carbonated liquid beverage and Mentos mints, causing the beverage to be expelled from its container. The Mentos catalyse the release of gas from the beverage in a most spectacular manner!



Chemistry Class

In Key Stage 3 Science with Lisa's group, we have been studying Chemistry; with a particular focus on States of Matter; Atoms and Elements and The Periodic Table. To enhance our understanding of how we can change something from a solid to a liquid, we made jelly! Then, to further our appreciation for the Periodic Table, we made our own interactive puzzle version and added a competitive twist with the help of, and under the guidance of Kai.



Storm Spell by Phoebe & Tulisa

Ingredients:

2 x Rainbows

The petals of 2 flowers

A handful of Unicorn Hair

1 bucket of Unicorn Poo (full)

2 x buckets of Unicorn Horns

1 x Bolt of Lightening.

Equipment: 1 big bowl & a magic wooden stick

Instructions:

First add the flower petals into the bowl, then add half the unicorn hair. Add the bolt of lightning, one of the buckets of unicorn horns and all of the unicorn poo. Mix with magic wooden stick. Carefully decorate with the remaining unicorn hair, the rest of the unicorn horns and the rainbow. Stand back!

The Tempest

In English, before starting to read the play, we briefly explored the history of the English language, and we were surprised to find out that the English that Shakespeare wrote in is classed as 'modern English'. We had really good fun writing and using some Elizabethan insults!

Whilst reading the play, we thought about whether Caliban was a bully, or whether he was being bullied, and whether Prospero was right to extract revenge on his brother and the king. We also thought about whether Miranda and Prince Ferdinand rushed into a relationship! We also had great fun making Prospero's big book of magic spells ready to put all the spells that we wrote into it. Writing spells really helped us to think about the use of adjectives and imperative verbs. Should you need one, there is a great spell to conjure up your own tempest at the end of this article, written by Phoebe and Tulisa. We also practiced order and structure, showing our understanding of the play by story-boarding it. Well done to all the children involved in the work around The Tempest – tackling Shakespeare can be tricky for anyone, for the nurture group to embrace it in the way they did is testament to their determination to make really good use of all their learning opportunities – well done! During a drama lesson, children did a 'Whoosh' of the play and had great fun dressing up and swapping characters – so did the adults!



Rachel's tutor group would like to officially welcome Che into our tutor. You have settled in amazingly well and have already begun to establish positive relationships with others – well done! We now have three of you to share fishing tactics with us.

Max has successfully achieved his Yellow belt; completed various English and Maths Practice Papers; and his coaching modules at Up Grade. In addition to finding the time to begin his

When the wolves came to visit

You've heard of therapy dogs – but have you heard of therapy wolves?! We were delighted to welcome Natalie and a selection of her therapy wolves from Watermill Wolves, as part of our Forest School curriculum over the last two terms. Although you may not realise it, you may have seen some of Natalie's wolves on the silver screen – including 'Vikings', 'Penny Dreadful', 'Ripper Street', 'Horrible Histories', 'Don't Tell The Bride' and the interactive Netflix show 'You Vs. Wild' starring Bear Grylls. Alternatively, you may have come across them at one of the many medieval fairs that Natalie visits to give people a chance to get up close and personal with these amazing animals.

Both KS3 and KS4 each had 3 weekly sessions with the wolves, centred on handling the wolves, learning about wolf behaviour and creating agility courses for the wolves to complete. We were very proud of all the children, some of whom were initially quite anxious as they were not keen on dogs. Although obviously nobody was forced to take part, most of the children were able to overcome any anxieties and, as you can see from the photo's below really enjoyed spending time with the wolves. As well as enriching the forest school lessons, the wolves really had a calming and relaxing influence on the children – evidence of this is backed up by the data that shows a real drop in any incidents during these sessions.

Children have expanded their knowledge and feelings around the nature of the therapeutic aspect of the wolf dogs, with one child quoting "I was not overly looking forward to the sessions but I have loved every minute".

For our children, engaging with wolf therapy can promote and nurture the following qualities:

- Identify the characteristics of a healthy peer-group and reduce aggression, segregation, and peer rivalry
- Develop constructive community based on understanding, love and respect in order to increase collaboration and mutual acceptance
- Learn effective communication skills both in positive and challenging situations
- Focus on their impulses, feelings and emotions in positive ways
- Learn to forgive and give others (and themselves) a second chance



- Reflect on the true meaning of loyalty, honesty, integrity, courage, perseverance, success and failure, contribution to society, commitment, sense of purpose, leadership, and self confidence • Deepen their understanding and respect for all forms of life
- Self confidence with an outgoing personality and a positive attitude
- Being true to your nature and purpose
- The ability to discern ... a sense of right and wrong, valuing what is fair
- Effective communication techniques, and the ability to work out differences effectively • Self identity and group identity ... able to differentiate characteristics, similarities and differences
- Positive influence in their peer groups
- Cooperation and Team Work
- Leadership and decision making
- Increase environmental and social awareness
- Desire to help others and contribute to the community
- Tracking and hunting: concentration, focus, strategy, taking action
- Curiosity and desire to learn
- Creativity and problem solving
- Adaptability to change and fluidity in various situations
- Ability to deal with both success and failure
- Care of the environment ... only take what you need and recycle
- Respect of the elders ... care and guidance of the young • Appreciate the importance of tradition and rite of passage
- Silence and contemplation



Over the sessions confidence grew within each child, they discovered and voiced their own abilities with the wolf dogs and even some surprised themselves. Although the sessions were led through activities, children were able to take some time to connect and relax with the wolfdogs Moonshine aka Moonie and James Bond, which solidified their connection with the animals.

We would like to thank Natalie and her wolves for coming in to our school and giving the children an opportunity like no other! We cannot recommend Natalie and the work she does enough. You can find more information on the [Watermill Wolves](#) website.



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