# Percy Hedley School's

*Whole School Blog*

**News, Stars, Beading, Bannoffee Pie & a Focus on Kat's Class! – *from John & the PHS Team***

Friday 6th November,

Hello everyone

We're back! And in the run-up to late autumn and then of course winter, with December and Christmas & other stuff all round! It's good to be back and get the school going again and see everything under way. We started on Monday morning with a grand Mexican tradition, which you can read about below, and it's been good to be together for all sorts of reasons

I hope you've been OK and your son or daughter has been happy with school this week back that we've had. There have certainly been a lot of very nice classes, activities, assemblies, clubs & trips for them to enjoy, and hopefully they've been pleased to see other students too – and maybe even some staff! There'll be a lot of dates coming up soon, and I'll start to put them in the blog each week in the run-up to Christmas. In the meantime, I hope that you are well and are able to feel you have a sense of belonging in the community we have. It's hard at times, but we want the school to be, among other things, a place where support can happen from all sides

Anyway, have a lovely weekend, welcome back, we'll see you on Monday, all the best and as ever – thank you for your support

With very best wishes from all of us here

John S

☺ *from John & the PHS Team* ☺

## OUR SCHOOL VALUES:

**Respect,**

**Teamwork**

**& Resilience**

### HOW THE CURRICULUM WORKS & WHAT'S IMPORTANT TO US:

3 Super-Steering Groups deliver our Key Drivers through our curriculum.

The Key Drivers are Communication, Wellbeing and Independence

The Groups are Literacy, Physical Development & Personal Development

## And from our Attendance Team

The latest data from the Attendance Team

| 147 PUPILS | 23/10/26 |
|---|---|
| Current Week | **89.18%** |
| Year to date | **89.66%** |
| PA – attendance 50-90%, current week | 14.86% |
| PA – attendance 50-90%, average | 21.62% |
| SPA – attendance 0 - 50%, current week | 6.76% |
| SPA – attendance 0 - 50%, average | 4.05% |
| Unauthorised absences | 1.64% |
| Unauthorised absences average | 1.33% |

*We'd like to take a moment to thank our families for their continued support*

*Attendance for the final week of the half term was 89.18%, bringing our year-to-date attendance to 89.66%. Encouragingly, attendance at the end of the half term was 0.2% higher than at the start, demonstrating a positive improvement across what was a particularly long and demanding eight-week term*

*We know that attending school regularly can present challenges for some of our pupils and families, particularly given the individual needs of our learners. Every day in school provides valuable opportunities for learning, social development, therapeutic support and participation in the wider life of the school*

*Whilst there are positives to celebrate, we remain concerned that 25.67% of pupils are currently missing 10% or more of their education, meaning they fall within the persistent absence category. Missing this amount of school can have a significant impact on academic and therapeutic progress as well as wider development, so we will continue to work alongside families to identify and overcome barriers to attendance wherever possible. Families of pupils whose attendance averaged 92% or below across the half term will have received a letter from school this week. These letters are intended to ensure families are aware of current attendance levels and to remind everyone of the support available should there be any barriers affecting attendance*

*We also noted that unauthorised absence reached 1.64% during the final week of the half term, the highest level since the first week back after the summer holiday. We appreciate that families may sometimes choose to take holidays outside of the usual school holiday periods; however, we would respectfully remind everyone that every school day is important. Consistent attendance helps pupils access the full curriculum, maintain routines and benefit from the many opportunities available to them. Wherever possible, we ask that family holidays are arranged within the published school holiday dates*

*Thank you for your continued commitment to supporting your child's attendance and education. We look forward to another successful half term ahead and are delighted to welcome everyone back for what promises to be another busy and exciting few weeks.*

## School Council News

*"We meet every two weeks & discuss all sorts of important projects. We listen to what the students want & try our best to make this happen"*

*The Student Council make a difference in our school!*

*It's great to have such a good School Council, who are actually making a difference! It really fits in with our ethos and the vibe of the school too. Thanks to them!*




***Our School Council Board!***

## Literacy

*Becky, our Literacy Specialist Lead, leads a team that improve all aspects of literacy, including writing, oracy, reading, phonics, books & the library! Let's catch up with the latest.*

GO ALL IN. National Year of Reading 2026

### *BOOKS AS A RESULT OF THE BOOK FAIR!*



As a result of our very successful book fair, we have been able to use the commission to obtain all of these lovely books for free!

Thank you very much for all of the wonderful support that has enabled us to extend the number and variety of books available to our pupils in the school library

We're very pleased to let you know that all the books you can see here were bought because of requests made by pupils, or recommendations made by staff. We have request and ideas slips that students can fill out and post in our library post box whenever they think of something that they would like to see in our library, and we got some great suggestions in our student library feedback questionnaire in the summer! There were requests for some familiar faces such as Supertato, Sonic and Bluey, and we will always need more books on gaming, lego and football!

It was also really lovely to get recommendations for new book series or funny family favourites from staff members- very much adding to our shared culture of reading

Thank you very much for all of the wonderful support that has enabled us to extend the number and variety of books available to our pupils in the school library

Happy Reading!



## Physical Development



Everything that is in the world of physical development, including physio, hydro, MOVE, PE, HI, VI, OT & other key areas for us, including Outdoor Learning & many other aspects. Steph oversees this & it's always a priority!



## Personal Development & Wellbeing

One of the best things about the school and one of the most important for our pupils, PDW covers PSHE, Careers, Social Moral Spiritual & Cultural Issues, Online Safety, Behaviour, Wellbeing & similar areas. Jo pulls it all together. Let's hear from Louise F about the event this week

**Cultural Capital and SMSC**

PHS Pupils Get Creative for Día de Los Muertos!

On Monday, pupils at PHS have been taking part in a vibrant Día de Los Muertos (Day of the Dead) arts and crafts workshop as they prepared for our exciting whole-school parade.

Throughout the day, pupils explored the colourful traditions of this important Mexican celebration through a variety of creative activities. They designed and decorated Sugar Skull masks, created traditional Papel Picado banners, and made sensory Sacred Heart plaques using a range of materials including tissue paper and rice.

In the afternoon, pupils continued their crafting by making skull sticks, skeleton collages, beautiful paper flower headdresses, and even their own music shakers to help bring the parade to life.

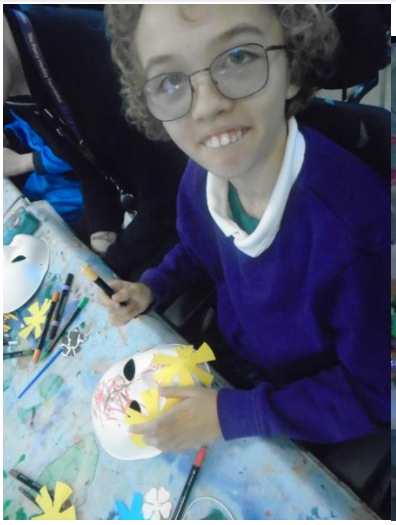
The workshops provided a fantastic opportunity for pupils to express themselves creatively, learn about different cultures, and work together to create props and decorations for our whole-school celebration.

We loved seeing all of their hard work on display during the parade!









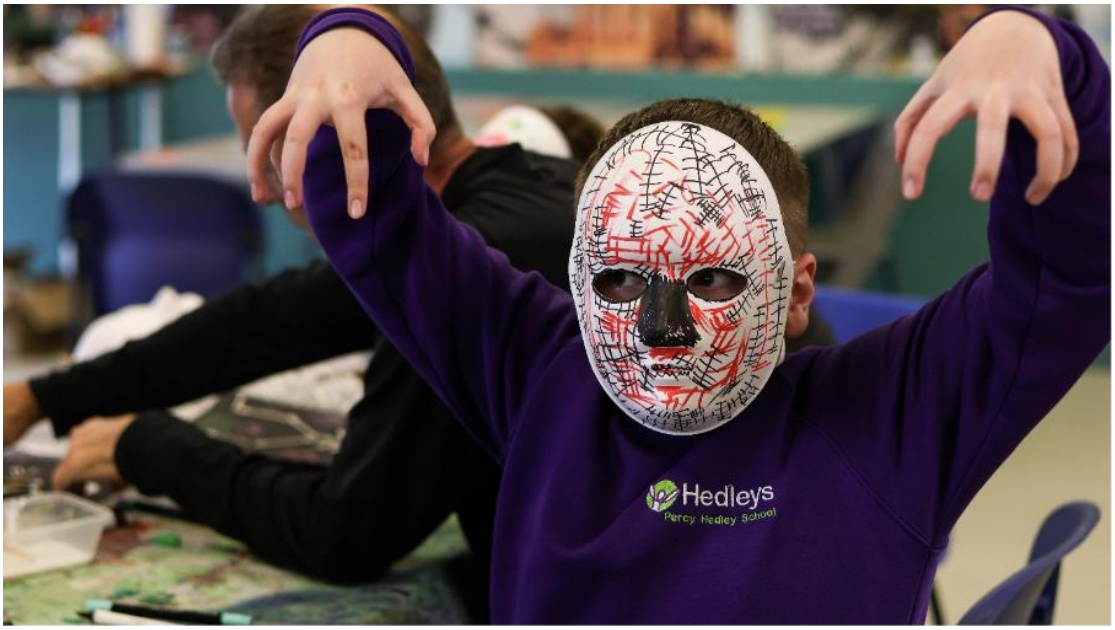













***Jo Ferguson***
***Personal Development Lead***
***j.ferguson@percyhedley.org.uk***

*Thank you for your continued support. By working together, we can help our young people develop the confidence, resilience and independence they need to achieve their full potential*

If you have any questions or would like more information, please feel free to contact me at j.ferguson@percyhedley.org.uk, or speak to your child's class teacher

## Wellbeing!

*Connect, Keep Learning, Be Active, Take Notice, Give*

Wellbeing is a Key Driver at PHS. This year we've increased both the size of the team and the space they have for the children. Let's hear about the latest exciting things that are going on there




Our afternoon wellbeing sessions are in full swing, and it's been really good to see our students engaging so thoughtfully! The formal pathway groups are exploring the 5 Ways to Wellbeing - Connect, Be Active, Take Notice, Keep Learning, and Give and putting these ideas into action with practical activities

Keep an eye out next Tuesday afternoon for our "Give to Others" group! They've been busy planning a top secret random act of kindness to brighten up our school day!

Here's a fab piece of art created by Evan in his "Give" session recently, which we think perfectly illustrates the positive effect of giving to others. Well done, Evan and thanks for sharing!




And, please remember we would love to see how our students and families are getting their 5-a-day for wellbeing so do share any photo's or stories with us at **PercyHedleyWellbeingTeam@percyhedley.org.uk**

**And Kelly’s update...**

In the Wellbeing Zone this week, we introduced Beads and Looms Bands club. Students have enjoyed being creative, making keychains and bracelets

Did you know? Beading can help reduce stress and anxiety, improve mindfulness and strengthen fine motor skills.


Today's club is .....
Beads and
Loom Bands






Connect
Give
Keep Learning
Wellbeing
Take Notice
Be Active
in Percy Hedley School

## PE

PE is great here and very important for a lot of the students – in fact all sorts of movement. They've already made a great start to the year, so let's see what Nathan & Richard have for us!






Girls Football Back in Action!

Percy Hedley School Girls Team at Newcastle United Foundation

As our teams continue to develop, the focus has been on building ball skills, confidence, teamwork and understanding of the game. Through friendly matches, the girls are gaining valuable experience and preparing for competition over the next 2–3 meet-ups.

*Match Highlights*

Faith – Leading as Captain 👏

Faith has stepped up into her new role as captain, showing confidence, responsibility and leadership while supporting her teammates.

Kacey – Our Very Own Kacey Mourinho! 😂

Kacey was keeping everyone organised on the sidelines, helping with the line-up and positions. With her tactical input and leadership, she was giving us a little glimpse of her inner José Mourinho! Hence the nickname Kacey Mourinho! 😂

Emelia – A Fantastic Hat-Trick!

Emelia was on fire in front of goal, scoring a fantastic hat-trick! Her determination, attacking movement and confidence were brilliant to see.

Aurora – Brilliant in Goal

Aurora made some fantastic saves in goal while also contributing to the game. Her effort, determination and willingness to get involved were great to see.

Ellie – Showing Sportsmanship

After an accidental collision with an opposition player, Ella recognised what had happened and showed empathy towards the other player. A great example of respect and sportsmanship.

Ella has also been taking extra care of herself, making sure she gets plenty of rest and hydration to support her recovery, energy levels and overall wellbeing.

Sadie – Finding Space on the Pitch

Sadie has been developing her awareness and movement, finding good spaces on the pitch to support attacking play and create opportunities for her teammates.

🤝 *More Than Just Football*

Football is about so much more than the result. It provides opportunities to develop skills, confidence, communication, respect and resilience.

It has been fantastic to see the girls supporting one another, taking on new responsibilities and growing in confidence as a team.

A brilliant effort from everyone involved, and we look forward to seeing their continued progress over the next few meet-ups!



*What a Team!*

## The Marvellous Early Years Blossoms!

We have a great Early Years class, The Blossoms, with a great area to learn & play in. Kate shares with us each week what they've been doing! Hope you enjoy the words and pictures.



This week we have been celebrating Bonfire Night and exploring lots of exciting activities linked to this



We enjoyed singing our counting song, "5 Little Fireworks", using party poppers to support our counting. As each firework went "whoosh!", we popped a party popper and counted backwards from 5 to 0 together. We also worked hard to use our fingers to show numbers up to 5



We have also practised our mark-making skills using paintbrushes to create patterns and marks in glitter. We used bingo dabbers and cardboard tubes to create colourful firework pictures and especially enjoyed adding glitter to our artwork to make the fireworks sparkle!






*Finally, we made firework biscuits, decorating them with black icing to represent the night sky and colourful sprinkles to create fireworks. The children enjoyed making their own designs and, of course, a few of the sprinkles found their way into our mouths while we worked!*



Autumn with The Blossoms!

## Kat's Adventures! – Focus on Kat's Class




This term, 4KR have explored energy transfers, energy stores and renewable sources of energy. Students investigated how small islands can use natural resources, such as sunlight, wind and moving water, to generate electricity. They discussed why renewable energy is often a more sustainable choice before designing and building their own miniature island models. The models included natural features and examples of technologies that could transfer energy into useful electrical power.

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*Alf planned, promoted, made and served a Halloween green punch to sell. It went down like a trick and a treat!*

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*Students in 4KR worked all term in their enterprise lessons to plan, prepare and present their Halloween themed products which they sold on the last day of term. They worked hard to use their literacy and numeracy skills to track sales and stocks as well as using their calculator skills to work out totals and change needed. They showed excellent communication skills to their customers as well as supportive teamwork with their peers. Well done!*

## More from Nathan, this time with Lauren's Class!

Mulberry Pathway – Celebrating Our Students' Progress

🎈 Exploring Throwing, Catching and Balloons!

Today, we continued developing physical skills through fun, engaging and sensory-based activities.

Students had a fantastic go at striking balloons into the air, tracking their movement and attempting to catch them. These activities support hand-eye coordination, timing, movement and physical confidence.

We also explored different sensory experiences, feeling balloon textures, listening to the sounds they made and enjoying the excitement of popping a few!

**Celebrating Individual Progress**

It's been fantastic to see the progress our students are already making

- Faiyaz – Developing his ability to be alongside others, learning to share experiences and communicate with his class team.
- Hayden – Developing his ability to engage and communicate with others, building positive connections.
- Rupert – Showing improved awareness of others and himself when on rebound, watching his classmates and tracking the resources around him.
- Retal – Continuing to develop her independence and showing real determination in all areas.

These achievements highlight how Physical Wellbeing supports much more than movement. We are also developing awareness, communication, social interaction, sensory exploration and independence, while celebrating every student's individual progress!









*Great PE – well done Lauren's class!*

## Gardening Club with Ben!

Or, Horticulture News, if you want to be posh! Anyway, great things are happening in this area of school, so let's hear Ben's latest update:



Loving Horticulture News/Garden Club!

## Nursing News!

The school is full of different teams working together for the good of the pupils, and we have a lot of different disciplines & types of people working here. It's really good that we have nurses & HCAs




*Go Nurses!*

## Eating, Drinking & Swallowing, from Jennie



*It's bonfire night so here are some sweet treats for all the family. Don't forget that if anyone in your family needs a specific food consistency please test the food before serving to make sure it meets all the requirements of the IDDSI level they need.*

*Any questions for the dysphagia SaLTs the email address is PHS.salt@percyhedley.org.uk*

*Banoffee pie – Levels 4-6*

*Puree digestives with custard for a base layer, then top with whipped cream, mashed/pureed banana and a thick shop-bought caramel sauce.*

*Toffee cream pudding – Level 4*

*Ingredients*

*¼ pint of milk*

*2 ½ oz butter*

*1 ½ soft brown sugar*

*1 oz plain flour*

*3 dessert spoons of Golden syrup*

*2 caps of vanilla essence/flavouring to taste*

*Method*

*In one pan heat the milk (but do not boil)*

*In another pan melt the butter and sugar. Once melted add the flour and mix well.*

*Once the milk is hot whisk the milk into the butter/flour mixture. (Keep whisking to avoid lumps and mix until thickens)*

*Keep stirring constantly and cook for approx 5-7 minutes.*

*Add the golden syrup and vanilla essence and mix well.*

*Once it tastes like toffee/butterscotch remove off the heat.*

*Pour into bowls/glasses and allow to cool. Serve chilled*

Any questions for the dysphagia SaLTs the email address is PHS.salt@percyhedley.org.uk

## Behaviour for Learning (BfL)

Aylisha and Corin have developed the BfL Team and work on supporting our pupils all the time, in all situations. They've been joined by Nicola, Nat, Sarah & Andrea to make a really important team for the school

If you have any questions or queries please don't hesitate to contact the BfL Team

*aylisha.holland@percyhedley.org.uk*

*c.orr@percyhedley.org.uk*

📞 Call: 0191 216 1811

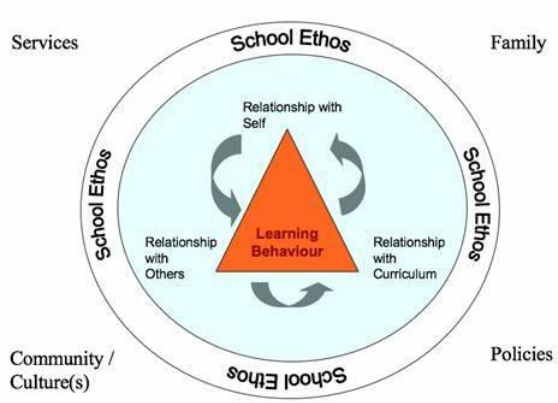



**Figure 1: Behaviour for Learning conceptual framework**

## Preparation for Adulthood with Hannah

PfA is a priority for the us and always will be. Hannah & the PfA Team use this space to tell us what they've been working on, and it's always central to our mission




*Why Voice Matters : Nothing About Me Without Me*

*Every child and young person has their own personality, interests, strengths and dreams for the future. Understanding these aspirations is the starting point for effective Preparation for Adulthood. Before we can support a young person to achieve their goals, we need to understand what matters to them and what a fulfilling future looks like from their perspective.*

*This principle is often summed up in the phrase, "Nothing About Me Without Me." It reminds us that children and young people should be at the heart of decisions that affect their lives. Student voice is not simply something that happens during an annual review or formal meeting. It should be woven into everyday school life, influencing learning, support, choices and future planning.*

*Listening to student voice is particularly important because it helps to lay the foundations for successful Preparation for Adulthood. The interests, preferences and ambitions that young people express today can help shape future opportunities in the key areas of:*

*Employment – identifying interests, talents and aspirations for future work.*

*Independent Living – developing the skills and confidence needed for everyday life.*

*Community Inclusion – building friendships, relationships and opportunities to participate in the community.*

*Remaining Healthy – understanding wellbeing, making choices and developing healthy lifestyles.*

*Families play an essential role in this process. You know your child best and can help us understand what motivates them, what they enjoy and what they hope to achieve. By working together, we can ensure that planning is meaningful, person-centred and focused on outcomes that matter.*

*We are committed to creating opportunities for pupils of all ages and abilities to express themselves, make choices and influence the decisions that affect their lives.*

*These small everyday moments can have a significant impact, helping young people to develop confidence, self-advocacy and the skills they will need as they move towards adulthood.*

*As a school, we are always looking at ways to develop our practice and one of our current focus areas is student voice. We want all of our students to be heard! To this end, we are working on developing existing structures and procedures in school to support successful transition and amplify student goals and aspirations. This includes delivering extensive training for LSAs, improving transition documentation and raising the profile of PfA across all pathways. It is a priority to continue to support all our students in this way and, of course, this is why your contribution matters so much.*

***Reflection Question***

*What does a good adult life look like for your child?*

*Taking time to think about this question can be the first step in helping us build a shared vision for your child's future. Together, we can ensure that their voice remains at the centre of their journey towards adulthood.*

*Here are some links you may find useful when you are thinking about PfA:*

*SEND code of practice: 0 to 25 years - GOV.UK*

*Preparing for Adulthood | NDTi*

*Supporting Planning & Writing Good PfA Outcomes | NDTi*

*Year 9 Annual Review Guide | NDTi*

*Preparing for adulthood | SENDIASS*

*I'll be including these in the blog each week, and you can also head over to our new look page on the school website, where there are more resources to help you as your child moves through school:*

*Preparing for Adulthood Resources - Percy Hedley School*

Do visit the Parent Carer PfA Resource Page

PfA Lead: Hannah Fuller Hannah.fuller@percyhedley.org.uk, Careers lead: Louise Finlay l.finlay@percyhedley.org.uk or Family Liaison Officer: Eileen Robinson e.robinson@percyhedley.org.uk

**Here is the link to our PfA resources:**



## Mobile Phones in schools!

We've been working on a new policy to reflect what's going on in the country about this, and what the government is telling us. Please do have a read

Rebecca is happy to answer any questions about it at all. Reach Rebecca on r.fletcher@percyhedley.org.uk

**Mobile Phones in School procedure**

To maintain a safe, focused and supportive learning environment, all students must hand their mobile phones to a member of staff at the start of the school day. Phones will be stored securely and returned to students at the end of the school day.

The school recognises that many students rely on mobile phones for their journey to and from school. Students may therefore bring their phones to school for transport and travel purposes, but they must be handed in immediately upon arrival.

**Exemptions and Reasonable Adjustments**

The school acknowledges that some students may require access to a mobile device during the school day as part of their individual needs. Reasonable adjustments will be considered on a case-by-case basis and may include:

- Medical needs, such as the management of diabetes through mobile phone-linked monitoring systems.
- Communication needs identified within an EHCP or other support plan.
- Therapeutic interventions recommended by healthcare professionals or therapists.
- Activities that support Preparation for Adulthood outcomes, where mobile phone use has been identified as an appropriate tool to develop independence, travel training, communication skills or community access.

Any exemption must be agreed by the school in partnership with the student, parents/carers and relevant professionals. Arrangements will be reviewed regularly to ensure they remain appropriate and supportive of the student's needs.

**Use of Phones Under an Agreed Exemption**

Students with an approved exemption may only use their phone for the specific purpose agreed with parents/carers, a medical plan and the DSL. Where this is the case parents/carers will be invited into school to discuss the exemption and an individual contract will be in place to safeguard all pupils and staff. The school reserves the right to review, amend or withdraw arrangements where use is no longer appropriate or where there are safeguarding concerns.

**Unauthorised Use**

Students must not use mobile phones during the school day without prior authorisation. Unauthorised use, including photography, recording, messaging, social media access or gaming, may result in the phone being confiscated and further action being taken in line with the school's behaviour policy.

This approach reflects current Department for Education expectations that schools should be mobile phone-free environments by default, while making appropriate adjustments for pupils with SEND, disabilities or medical needs.

## School Lunches

Please find the menus here: School Meals – Percy Hedley School

Unless your child is in receipt of Free School Meals or Bursary, please ensure your iPay account is topped up before meals are taken. Thank you for your understanding & continued support in helping us to provide good quality, safe & nutritious meals for our children

*If you have any questions or need support with your iPay account, please don't hesitate to contact the school office*




## Exams with Kat!

*Welcome to all returning students and new students that joined new class teams.*

*With the new academic year under way, the exams team is starting the full year cycle once more. Updating details, preparing the years schedule of qualifications, and setting up support and information for teaching staff and students. Updated regulations have been circulated by JCQ (Joint Council of Qualifications) which will be available on the Percy Hedley website under the exams section*

## Safeguarding – this week, misogyny




Aylisha is our Safeguarding Officer, Rebecca is the DSL. Tracy and Corin round out a great DSL Team, with others like Carla, Lizzie & Vicky involved too in other aspects of safeguarding. Let's hear about this week's important topic from Rebecca




*What is misogyny?*

*Misogyny is form of online hate that targets women and girls. It's promoted in different communities online where influencers promote a narrative that women should be treated as less than men. Explore where misogyny is introduced to young people online and the effective actions you can take to challenge these ideas with this guide. Misogyny is, in simple words, the hate against women and girls. It also includes prejudice and promotes harmful gender stereotypes. Online, it is found in different communities through social media, video games and other spaces.*

*What misogyny looks like offline*

*Catcalling, physical abuse and exclusion by men from certain spaces are all examples of misogyny offline. It can cause women and girls to feel powerless, afraid and angry.*

*What misogyny looks like online*

*Online, misogyny is largely found in videos, images and forums or comment sections. It includes name-calling or slurs, language suggesting women are lesser than men, vulgar images or photos and content that puts down women.*

*Words and terms to know*

*This dictionary of misogyny terms can help you understand the different definitions around misogyny that might come up. Explore them below to build your confidence around the topic.*

*What are incels?*

*Incels, or INvoluntary CELibates, are men or boys who believe they are entitled to a relationship but struggle to form one. This group has early connections to communities like Reddit and 4chan. They tend to blame women for their trouble with finding a partner.*

*What is the patriarchy?*

*Patriarchy refers to societies or communities led by men. Historically, women have had fewer rights than men due to societies and governments largely being patriarchal. In many cases, this has led to misogyny and mistreatment of women and girls.*

*What is toxic masculinity?*

*Toxic masculinity is a term that refers to gender stereotypes associated with how a man should act. Some of these stereotypes say that men can't cry or that they're expected to provide for their family. These kinds of stereotypes are harmful to men and boys' mental health. This is because they might feel like they have to keep their feelings to themselves, struggle to talk about their struggles or like they can't ask for help.*

*What is internalised misogyny?*

*Internalised misogyny is when women and girls believe stereotypes and myths about their sex is true. Some examples include thinking they're weaker than men, that they must stay in the home and cannot work or that they must conform to ideals of beauty.*

*What is misandry?*

*Misandry is the opposite of misogyny. It is the hate or prejudice of men and boys. Just like misogyny, it can lead to the harmful treatment of others. Additionally, it can contribute to misogyny, especially when it comes to groups like MGTOW and those that associate feminism with misandry*

*Where might children see it online?*

*Misogyny is not new but developments in technology and the internet have created more widespread exposure to it. Children and young people may come across it in both subtle and obvious ways. Below are a few ways children might see it online.*

*Online pornography*

*By the age of 9, 10% of children have already seen pornography, increasing to 27% by 11.*

*The abuse of women across pornography online exposes children and young people to misogyny. It normalises harmful behaviour and causes confusion in young people who are exposed about what is healthy.*

*A lot of online pornography highlights a man's dominance of a woman in graphic ways. It encourages a dynamic where the woman enjoys being abused.*

*With earlier access to devices, many children see this content at younger ages. Research from the Children's Commissioner found that 27% of children reported seeing online porn by age 11. 79% of young adults reported seeing sexually violent pornography before they were 18. So, even without labelling it as misogyny, children are already introduced to the idea before they reach adulthood.*

*Furthermore, because porn is a tricky topic to talk about, both parents and children avoid important conversations about it. If a child comes across porn online, they might feel embarrassed or scared they will get in trouble.*

*Tackling the topic head-on in an age-appropriate way helps children understand what healthy relationships look like and how porn is unrealistic. Additionally, it opens the door for them to speak to you if they come across something upsetting online.*

*Influencers and content creators*

*Influencers and content creators who spread misogynist ideas can appear on anyone's social media feeds or channels. Algorithms and engagement with this content can create an echo chamber, making it difficult for children to see other*

*points of view. Followers of these influencers or content creators may create communities that then continue to spread online hate against women and girls.*

*In 2021, nearly 95% of 3-17-year-olds used video-sharing platforms (VSPs) like YouTube and TikTok. Many of these children also had their own social media accounts even if they were under the minimum required age. Because of their access to a wide range of content, children might come across influencers that they admire. They could be gamers, streamers, artists, personal trainers, crypto bankers or any other person. If your child has an interest, they can find an influencer.*

*Many children and young people may aspire to the wealth or status of influencers they follow. They may do this without questioning how the celebrity gained their status or whether what they say is accurate.*

*If a child admires something about an influencer who then starts sharing misinformation or misogynistic ideas, they fall victim to believing the same things. So, if someone has a lot of money, has expensive cars, is charismatic and shares hateful and outdated ideas about women, an impressionable person might latch onto those same ideas.*

*An important way to challenge this is by talking about your child's interests. Who is the influencer they're watching? What do they like about them? Are there other influencers like them?*

*The conversation can help show your child that you're interested in their hobbies. Also, it can help you keep on top of anything that might suggest harm.*

*Social media content algorithms*

*Algorithms are responsible for the content suggested to users. On social media or video-sharing platforms (VSPs), algorithms are influenced by how you engage with this suggested content. If someone watches misogynistic content, they will see more suggestions of similar content, creating echo chambers.*

*Sometimes, a child might not realise that the content is hateful. Instead, they will engage in something else they like about the video or creator. This may introduce them to an idealised lifestyle they want to achieve. So, when the influencer shares misogynistic ideas, the child might want to also believe the same so they can mimic the celebrity. The algorithms on social media and video-sharing platforms can create echo chambers.*

*This happens when a child watches a certain type of video and maybe interacts with it – likes, comments, shares. This leads to the algorithm suggesting similar content, which a child may also engage with. Soon, their entire feed is filled with*

*the same kind of content. If this content features someone with misogynistic ideals, that could lead to a child only interacting with others who share those same ideals, thereby creating the echo chamber.*

*Work with your child to set boundaries around content. You might set age or screen time limits to reduce their exposure. Or, you could show them how to curate their feed with positive and varied content. Showing them how to hide content can ensure they know how to take action when they recognise something as harmful.*

*3 things you need to know about misogyny*

*For many children, following influencers like Andrew Tate might be a phase brought on by his popularity. However, others might latch onto ideas of misogyny in different and more long-term ways. Regardless of how they come across the content, here are some actions you can take.*

*Michael Conroy from 'Men at Work', a not-for-profit organisation that "trains professionals who work with boys and young men to facilitate constructive dialogues with them about being safe for their male peers and for women and girls."*

*Below is a summary of some of the tips he shared for parents to help tackle misogyny in an effective way:*

*Keep talking about misogyny and online hate even when the news isn't.*

*Tackle the tough topics before they find out somewhere else*

*Ask them to tell you what they know*

*Make these conversations a normal part of everyday life.*

*Pressures from social media, friends and society could impact their thoughts and actions.*

*Show them how and when to seek support*

*Discuss how their friends might impact their actions*

*Work together to set boundaries*

*People who promote misogyny prepare their followers for rejection. Challenge this.*

*Ask critical thinking questions in a calm and positive way.*

*Instead of telling a child these ideas are wrong, ask them to talk about their beliefs.*

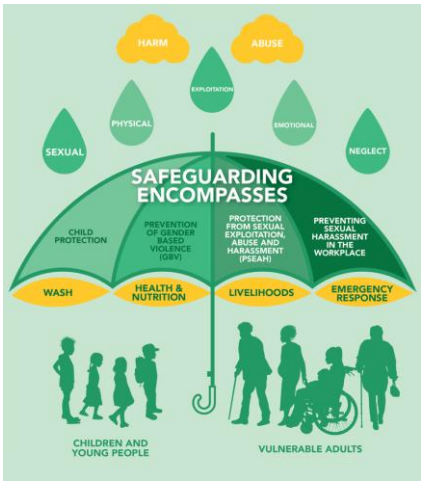
*As always if you need any help of assistance with this area there are some links to support parents below, or you can access the safeguarding team for advice or support.*

**Pornography advice:**

**Online support:**

**Accessing inappropriate content advice:**

As ever if there is anything that the DSL Team can help with, or if you have any queries or questions at all, then please don't hesitate to contact r.fletcher@percyhedley.org.uk or aylisha.holland@percyhedley.org.uk for anything like at all that you think is, or even may be, related to safeguarding




*Safeguarding is a lot of different things!*

## Online Safety – this week, age checks online

Please do tell us what you feel would be helpful in the Online Safety blog, and the team will look into it. We know what a priority this is for many of you, so let's hear from Lizzie

*Here is the Online Safety blog this week- Online Safety blogs - Percy Hedley School*

*The theme is on 'Com Groups', otherwise known as online harm groups. These are networks of individuals who use online platforms to manipulate, pressure, threaten or exploit others. Our guys could be very vulnerable to these groups so an important one for parents to know about!*

If you would like support or advice about online safety, please don't hesitate to get in touch







## No-Spray School

Just a reminder that we're a no-spray school. This means pupils & staff should not wear perfumes or aerosol body sprays, as these can cause serious allergic reactions, including anaphylaxis, for some members of our community. Roll-on deodorants & water-based sprays are fine to use. Thank you for your support in keeping our school a safe place for everyone



## Attendance!




Thank you for your support with attendance, an area of national scrutiny. Here's Kelly with an important reminder

*The school day begins promptly at **9:00am**. Any student arriving after this time will be marked as late unless there is a pre-arranged appointment and an absence form has been submitted in advance*

*If you have any questions, please contact* kelly.richardson@percyhedley***.org.uk***

*Thank you, as always, for your continued support*

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A brief reminder about how to contact the school for reporting an absence

*Parents & carers have a responsibility to notify the school if their child is going to be absent. Please note this is daily for each day the child is absent. This may be via*

*A note in the school diary if the absence is known in advance eg medical appointment*

*A telephone call to the school office before 9.30 on the first day of absence if the absence was unplanned, eg illness*

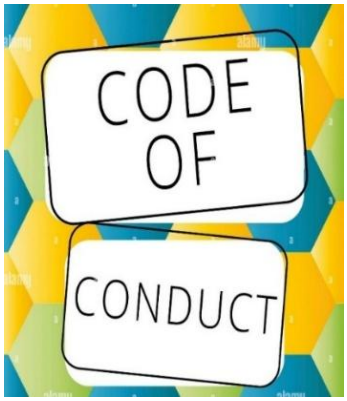
*Email to class teacher or PHSattendance@percyhedley.org.uk.address before 9:30 on the day of the absence*

*As always, any queries feel free to reach out to kelly.richardson@percyhedley.org.uk*

Thanks for your support and partnership in this crucial area



## Parent/Carer Code of Conduct




Our Parent/Carer Code of Conduct is on the website here: Parent and Carers Area – Percy Hedley School. Most schools have these, so please do have a read – they aren't used very often. Thanks for your support with it – generally but also in most things that arise every day



Friends of PHS – the FoPHS! FoPHS News!

A huge thank you to all the FoPHS for their time, commitment & support with projects, ideas & all sorts. You're such an important part of the school. All parents, carers & staff are members of the FoPHS by default. Benefits include insurance for events, links with their partners & training for parents, carers & staff. The meetings are half termly

## FoPHS News!

*It is beginning to feel a lot like Christmas is coming. The FoPHS will support the fantastic Winter Wonderland again, ensuring that their resources make this better every year.*

*We will also decorate our very own Santa's grotto on Monday 14th December ready for a visit from a very important guest on Tuesday 15th. I have been adding to the decorations and need the help of some very creative parents to help transform our outdoor learning pod into a spectacular space. If you can help, please get in touch.*

*Tim Lamb Centre*

*In response to some requests from teachers, I visited the Tim Lamb Centre this week with one of our teachers with a view to reinstating our school membership. I am delighted to share that the committee has agreed to fund the £75 school membership which will enable classes to access during school hours. There is an additional £4 per child entry fee.*

*Why don't you join! The Fabulous Friends are always looking for volunteers for events! If you can offer any support, please contact Eileen at e.robinson@percyhedley.org.uk*

## **Leading Parent Partnership Award (LPPA)** – with Tracy and the Team!

Leading Parent Partnership Award (LPPA) Questionnaire

Dear Families

We would like to thank parents and families for taking the time to complete the questionnaire which was sent out on 7th October. We would like to extend the completion date to Friday13th November

As mentioned in the blog before half term, responses may be submitted anonymously, however, if you choose to include your child's name this would help

us to identify specific areas of school where further improvements or support may be beneficial

Thank you in advance for your time and support. Your feedback is invaluable and plays an important role in helping us continue to strengthen our partnership with families.

**Find the form here**

Enjoy your weekend

Tracy and the LPPA Team

*t.smithson@percyhedley.org.uk*

Please get in touch with Tracy and she will be happy to respond to any queries, suggestions about the LPPA and other issues for parents



## AND NOW...



## STARS OF THE WEEK!

## THAT REFLECT OUR SCHOOL VALUES!



## PRE-FORMAL – CHERRY!

Louis!

**Resilience!**

Louis demonstrated resilience by independently using the Tiny Tablet to create a fireworks display in class, showing determination, engagement, and confidence in exploring new technology. Well done, Louis! STAR!!!



*A Tiny Tablet! So-called because.....it's huge!!!!!!!!!*

## FORMAL PATHWAY – QUINCE - STAR OF THE WEEK!

**Resilience!**

Faye!

Faye is new to Percy Hedley School. She has shown fantastic resilience by swimming at Lakeside swimming pool. She even put her chin and hair in the water. Great job Faye! STAR!!!

## Billy's POST-16 STARS!!!

We love our sixth form! Let's hear who's been great down there this week in The Orchard!

**Teamwork**

Brian & Ella
For working together to make a peer's day special

**Respect & Resilience**

Charlie - For being fantastic on community visits

*Josh* - Excellent for building positive relationships with peers

*Laiton P* - For being fantastic work in STEM

*Brandon S* - For re-creating Artist styles during art

**Respect**

Owen - For being mindful of sensitive topics

**Respect, Resilience & Teamwork**

Kacey - For being an amazing assistant coach at the "Girls Football". Supporting and leading the team

Wow, another all 3-er! Well done Kacey and all the sixth form STARS!!!



# Makaton Signs of the Week with Julie!

*Every Sunday Julie prepares a message for the whole school on Makaton signs that are current and relevant to the time of year. We reproduce that here so that you can do the same thing at home if that suits you – or just for you to learn a few signs each week. Hope it works for you! Here's Julie*

## Makaton signs of the week 2nd November

## Bonfire Night!

## Fire Fireworks
## Dark/Night Light Day

Here is my video for dark, night, light, day

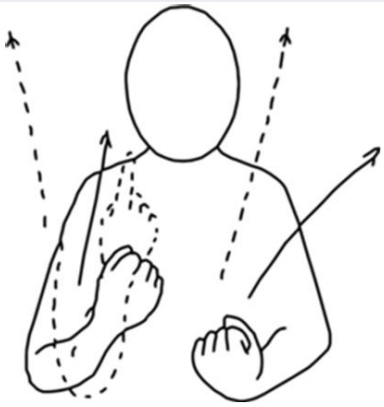
Singing Hands have Bonfire Night videos which are definitely worth a look at for firework signs and songs:

Video 1:

Video 2:



Fire/Blaze



Firework




Dark / Night



Light (place hand in position to show where it is)



Day

Happy Bonfire Night!

**Keep signing!**

**Julie**





***.....from John & the Team here at PHS***

*******

## *Our Key Drivers*

## *Communication, Wellbeing, Independence*



