



# St Catherine's School & College

Specialists in Speech, Language and Communication Needs

St Catherine's  
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Ventnor  
Isle of Wight  
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Website: [www.stcatherines.org.uk](http://www.stcatherines.org.uk)

Autumn Term Week 4

26th September 2025

## ACHIEVEMENTS & AWARDS



The Reader of the Week award has been presented to:

Finley

The Behaviour For Learning award has been presented to:

Charles  
Eddie  
Shaun  
Byron  
Jamie  
Final  
Jacob  
Bentley  
Luis



The Behaviour For Character award has been presented to:

Mia  
Josh  
Eric



The Principal's Praise award has been presented to:

Sean  
Kristen

Well done to all students who received awards this week!

## ATTENDANCE

6AMD - 98.15%  
6ILP - 100%  
6JG - 100%  
Austen - 95.56%  
Bloom - 83.33%  
Branson - 87.65%  
Burton - 83.33%  
Goldberg - 91.11%  
Hopkins - 95.24%  
Newton - 98.41%  
Oliver - 100%  
Packham - 98.15%  
Radcliffe - 94.44%  
Watson - 97.22%



Well done to all classes who were here everyday this week!

## DATES FOR YOUR DIARY

### October

17th Students break up for half term

### November

3rd Student return to school



## THE GROVE AFTER SCHOOL CLUB

We are holding 'The Grove' after school club every Tuesday 3:30pm - 5:00pm.

### September

30th - Ventnor Park

### October

7th - Pizza Making  
14th - Pumpkin Carving

### November

4th - Basement Games  
11th - Seaglass Art  
18th - New Age Curling  
25th - Air Dry Clay Decs

All activities are weather dependent. If the weather is not suitable for an outside activity, an indoor alternative will be arranged. Sessions have to be booked in advance and parents/carers are able to book block sessions. If you have any queries or would like to book, please contact The Grove Team on: [the-grove@stcatherines.org.uk](mailto:the-grove@stcatherines.org.uk)  
Transport must be arranged by parents. £2 per week.



Artsmark  
Silver Award  
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Council England

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## BLOOM CLASS

In PSHE this week, we continued to look at healthy lifestyles and what our family and friends do to help us. In PE, we continued with Gymnastics and we focused on balancing. We worked with a partner to support our balances. In Maths, we continued with place value and focused on partitioning numbers into a part whole model. We are all still really enjoying laptop time and are getting really good at touch typing now. Our topic this term is minibeasts, so we continued to investigate them in Science, and in Art, we created different effects with printing them. We had a fun Forest School lesson learning how to make fires using strikers!



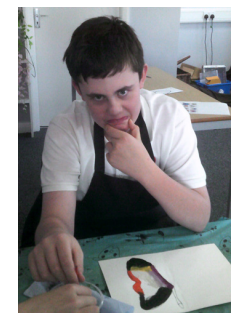
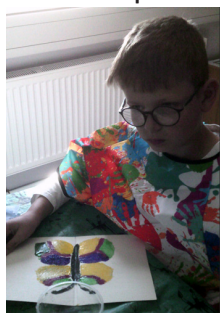
## RADCLIFFE CLASS

During our Art sessions, we are using clay. We have been rolling, pinching and flattening the clay. We made beautiful minibeasts and painted them. We used minibeast moulds to make tiles. Our Science lessons have been really fun. We made a wormery and went round the school field looking for worms. In Maths, we are learning about number lines and understanding the language of 'before' and 'after'. During DT, we have been learning about different materials and what we cut them with, using different types of scissors on paper, card and material. We have also used 'coping saws' to cut our pieces of wood. This has been tricky, but we have managed to cut out our shapes. In ICT, we have been creating excel spreadsheets - putting information into different columns.



## HOPKINS CLASS

In PSHE, this week we talked about gaming and how it affects the development of our brain. We completed a questionnaire about our interest levels in online gaming and some of us realised that maybe we need to establish greater balance in what we do with our free time. We finished our 'Missing Minibeast' posters this week and are putting them up on display in the classroom for everyone to see. Now we are making predictions about the class text and then we will all participate in reading aloud to each other. For PE, we have been working on team building activities and balancing tasks. In Maths this week, we have been working on place value using different resources to help us.



## PACKHAM CLASS

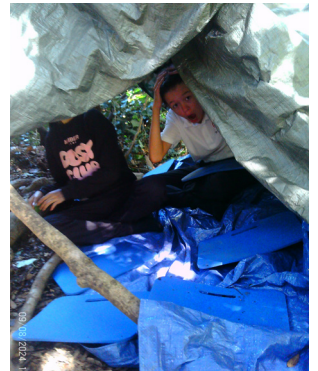
We started off the week with PSHE, where we learnt about keeping ourselves safe in our environment. We discussed that there are strangers and safer strangers such as doctors, emergency service staff or adults at school if we ever need help. In Science, we are continuing our work on forces and have begun to investigate friction and how it affects things. We have been learning about how the planet Earth is divided up by invisible lines such as the equator, the tropics and the hemispheres. In Music, we explored African djembe drums and the sounds which can be made on them.

## OLIVER CLASS

In Science, we are looking at magnets. We have learnt about how a magnet attracts and repels. We used magnets to test items around the classroom to see if they were magnetic or not magnetic. In English we are continuing with our novel 'Gulliver's Travels'.

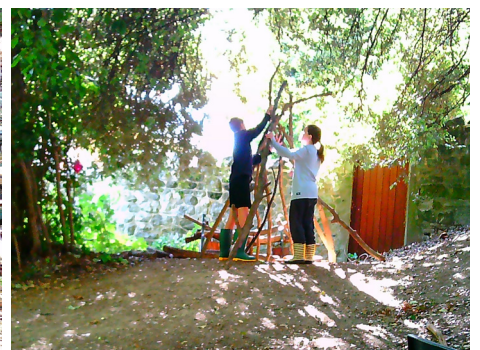
## AUSTEN CLASS

In Humanities, we are researching and learning about the equator, the tropics and the North and South poles. In PE, we continued with gymnastics. We have been stretching and balancing, showing some impressive balances in pairs. In English, we are using adjectives to describe words and places and reading more of 'Gullivers Travels'. This week in Maths, we are using Roman numerals and learning a new game to reach the number 23. In Forest School, we made a woodland camp and enjoyed time in the hammock. In our shared PE lesson, we practised some dodgeball skills and Roaa was particularly good at this. In OT, we made pancakes.



## GOLDBERG CLASS

In our Communication Group, we shared how our emotions can change through the day and how we can control them, everyone was able to share ideas. During English, we have been looking at fronted adverbials and adding them to sentences. In Maths, we have been working on Roman numerals. Forest School was great. We made some formal canopy and lean-to shelters and enjoyed natural discovery time in the woodland. In our shared PE lesson, we worked on our volleyball skills which was good fun. Science was fun, as we used different sized magnets to see how many paperclips we could hold in a line, we also made our own compass using magnets.



## BURTON CLASS

During Humanities, we recapped our learning about the continents and then went onto find out the names and location of the world's oceans. In Science, we have been looking at friction. We set up an experiment with ramps that had different surfaces. We measured how far a car travelled after leaving the ramp. We discovered that the surface with the most friction was the sandpaper. In group therapy, we are learning about decision-making and how to make a decision. Also, what decisions we have made throughout the day. In English, we have been learning how to describe using expanded noun phrases. In PSHE, we have talked about things that frighten us, strategies we can use to help us and people we could ask for help.

## NEWTON CLASS

This week in English, we wrote our own expanded noun phrases as well as our own similes. In PE, we're really enjoying learning about different basketball skills. In Humanities, we have been looking at old photos and new photos of St Catherine's and comparing them. During our PSHE lesson, we have been talking about our health and what we do when we feel unwell. In Music, we have been practising and recording the song 'To Catch A Falling Star' on the keyboards and guitars. In Science, we're learning about batteries, voltages and metres.

## BRANSON CLASS

In English, we sequenced the story 'Ice Trap'. We are all enjoying the story. In Science, we started to make our own circuits using batteries to light up bulbs. We then did the same using solar panels. In Humanities, we looked at old photographs taken around our school. We then compared them with photos that have been taken this year. We talked about what things are the same and the things that are different. We have been working hard on our basketball skills practising different passes. In Music, we have worked on playing a short piece on the piano.

## WATSON CLASS

In Music, we reviewed Ternary form, practised and recorded some pieces and did a listening activity to Billie Eilish. In Science, we have been making electricity without using a battery by experimenting with salt water and lemons. We are looking at different holiday destinations and designing our own in ICT. In Humanities, we have been looking at the history of our school and comparing the difference between old and new photos. In PE, we have been focusing on our basketball skills and we have started our first piece of coursework.

## 6JG CLASS

In Landbased, we worked together to get the guinea pig cages ready for them to come and visit this week. We talked about what they need to have in their cage to make them happy and keep them healthy. In Photography, we have been busy working on putting our photos of composition into our portfolios. In Food Tech, we made apple turnovers. We learnt how to make pastry from scratch. They smelt so good! In GCSE Music, we explored walking bassline style in Rock 'n' Roll, developed our listening skills and listened to famous Rock 'n' Roll legends.



## 6AMD CLASS

This week in Landbased, we have been getting ready for our guinea pig visitors. We have made their cage ready and looked into what they need to make them happy and healthy. In our Communication Group, we have looked at making our minds happy. We have looked at our brain, how it works and how to keep it happy and safe. In Music, we learnt about sequence in Baroque music, developed our listening skills and practised performance pieces.

## 6ILP CLASS

This week, we have been working on emotions and recognising emotions in others. We also discussed if we think other creatures have emotions, we decided we thought they did as we can see if our pets are happy, sad and excited. We had a lovely trip to Sandown beach where we went fossil hunting. We used special tools to carefully dig out fossil shapes from clay. When they are dry we are going to pour in plaster and make our own fossils, ammonites and one that looks like a starfish. In Maths, we had fun measuring the playground and predicting how long different objects may be.

## SCHOOL PHOTOS

School photos will be taken on Wednesday 1st October 2025.

## MUSIC LESSONS

There are a few slots available for students in school to take up singing, ukulele, piano or guitar with Angelina Grimshaw. There are also a few slots left at College should any Sixth Form students like to take up singing with Angelina. Please contact Mark Thompson for more information: [thompsonm@stcatherines.org.uk](mailto:thompsonm@stcatherines.org.uk)

## EQUINE-ASSISTED THERAPY QUESTIONNAIRE

One of our previous students graduated from university last year, having completed a degree in Animal Science. They have chosen to continue their studies and specialise in Animal Behaviour. As part of their dissertation, they have created a questionnaire around the impact of equine-assisted therapy (EAT) on both neurodivergent and neurotypical people.

The questionnaire is aimed at anyone who has had EAT. If you are able to complete the questionnaire, please follow this link: <https://bit.ly/4gK6Eqq>

## CAN YOU SUPPORT OUR CHAPEL PROJECT?

Our school chapel has a special place in the heart of our community. Over the years it has been the hub of school celebrations as well as a place of reflection and contemplation. We are looking to raise £10,000 to improve the space, retaining the chapel's original features but adapting it to ensure it can best meet the needs of our students. In particular, the aspects that we would like to improve are:

- Replace the current pews with more comfortable seating, which are more suited to our students' needs
- Install a sound loop to support our students with hearing impairments
- Restore the chapel to its original glory by cleaning the stained glass windows and redecorating the floors and walls

If you are able to support this project then please visit our fundraising page:

[https://www.justgiving.com/campaign/stcatherinesschoolchapel?utm\\_medium=CA&utm\\_source=CL](https://www.justgiving.com/campaign/stcatherinesschoolchapel?utm_medium=CA&utm_source=CL)

Any donations over £100 will feature on our thank you wall in the chapel.



**Thank you to everyone who has donated so far!**

## OFCOM ONLINE SAFETY

Children in the UK will be able to live a safer life online under new Ofcom protections, which set ambitious new safety standards for tech firms. To read the guide, please follow the link:

<https://bit.ly/3K9NzkX>

# St Catherine's Half Term Holiday Club October 2025

For young  
people aged  
9 - 16  
with additional  
needs

Crafts Fun and  
Games

10:30am  
Till  
3:00pm

Dates:  
30<sup>th</sup> October  
31<sup>st</sup> October

St Catherine's  
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To book please call 01983-852722 or  
email [holidayclubbooking@stcatherines.org.uk](mailto:holidayclubbooking@stcatherines.org.uk)

£15  
a Day

## SCHOOL MENU

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Chicken/ Vegetable Curry or Jacket Potato with choice of filling	Toad in the Hole/Vegetable or Plain Sausage or Tomato Pasta	Roast Beef/ Vegetable Burger or Tomato Pasta	Macaroni Cheese with a Baguette or Jacket Potato with choice of filling	Beef or Vegetable Burger/Fish Fingers with Chips or Jacket Potato with choice of filling
Salad Bar Tuna or Mackerel	Salad Bar Cheese & Egg or Mackerel	Salad Bar Ham or Mackerel	Salad Bar Tuna or Mackerel	Salad Bar Cheese or Mackerel
Fresh Fruit Platter	Artic Roll	Fresh Fruit Salad	Cookies	Pudding of the Day

Fresh vegetables and salad are available with all main meals. Fresh fruit and yoghurt are always options for dessert.

ST CATHERINE'S  
SCHOOL

CHRISTMAS MARKET

SATURDAY 13<sup>TH</sup> DECEMBER

10:30am till 4pm

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St Catherine's Church  
Church Street, Ventnor

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LOCAL CHRISTMAS STALLS

SPIDERMAN, ELSA AND THE GRINCH

REFRESHMENTS, RAFFLE

LIVE MUSIC THROUGHOUT THE DAY



Our personalised care addresses your child's specific needs while building practical life skills, communication abilities, and independence.



Professional, caring support tailored to children with additional needs. Our experienced Personal Assistants help develop skills, build confidence, and enjoy life to the fullest.

## Specialist Support for Children with Additional Needs

Over 20 years of trusted care for children and young people up to age 25 with ASC/ASD, ADHD, PDA, SEMH, LD and other complex needs.



**Personal Assistant Services**  
Dedicated one-to-one support and respite care



**Building Independence**  
Developing confidence and life skills in line with EHCP and other desired outcomes



**Tailored Family Support**  
Coaching, mentoring and buddy schemes, Respite



**Experienced and Trained**  
Our staff are all experienced and trained to our mandatory standard, additional training can be sought as necessary.



**Matched Support**  
Personal Assistants carefully selected to meet your child's specific needs and interests





**Professional Team**  
Experienced consultants supporting families in Hampshire, Surrey, West Sussex, Dorset & Isle of Wight

**Ready to learn more?**  
 ☞ Freedom Care Support for Your Child Attending a Special Needs School  
[www.freedomcare.co.uk](http://www.freedomcare.co.uk)

**0800 0851444**  
[supportenquiries@freedomcare.co.uk](mailto:supportenquiries@freedomcare.co.uk)

**100 mile challenge**

Saff, Communication Support Worker, is raising money for The National Deaf Children's Society.

Doing 100 Miles in October, by walking, running or wheeling miles

If you would like to support scan the

QR code



THANK YOU

## ‘EYES-WIDE’

### Child Criminal Exploitation, Gang & Youth Violence Awareness, FREE Workshop for Isle of Wight Parents and Carers

**Sat 27 Sept**  
**10:30am – 12:00pm**  
 (Please arrive promptly for start of the session)

**Isle of Wight College, Medina Way, Newport, PO30 5TA**  
 (Please enter via main entrance. Free parking on site.)

This workshop is about street crime, including language, signs and symptoms of gang involvement.

Do you want to find out more about County Lines, CCE (Child Criminal Exploitation) and knife crime?

Then come along to this informative, proactive session for awareness.

Run by Urban Pure Solutions  
 For more info please visit [urbanpuresolutions.com](http://urbanpuresolutions.com)




**The Isle of Wight College**  
 Your Future Starts Here

SCAN ME TO BOOK TICKETS

There will be an opportunity at the end of the main information session for parents/carers to ask questions or get advice.

# What Parents & Educators Need to Know about YOUTH VIOLENCE

Youth violence affects one in four children in the UK, but it doesn't have to. When parents, carers, and educators understand the risks, they're better placed to support young people. The right support, mentoring, therapy, and guidance can help young people affected by violence to feel safe, manage conflict, and make positive choices.

## UNDERSTANDING YOUTH VIOLENCE

### WHY DO YOUNG PEOPLE COMMIT SERIOUS VIOLENCE?

A recent study surveyed over 10,000 young people affected by violence, asking why serious violence occurs among their peers, such as an assault involving a weapon or sexual violence. The most common reasons given were due to a personal characteristic of the victim e.g., race, religion, sexuality, gender, a gang or school rivalry, and being provoked. While not all young people face these issues, many lack the emotional regulation skills needed to manage provocation.

### WHAT ARE SIGNS A YOUNG PERSON IS AT RISK?

Children and young people often express that something is wrong through behaviour rather than words. Be alert to signs such as sudden mood changes, secrecy around friendships, excessive phone use, unfamiliar slang, unexplained injuries, fear of school, aggression, going missing, or substance use. They may also be associating with older peers. These behaviours can indicate underlying issues that can lead to violence.

### ONLINE INFLUENCES

Social media plays a powerful role in normalising and escalating violence. Platforms like TikTok and Snapchat can expose young people to harmful content, often shaped by algorithms. Many see violent material that distorts reality, leading to fear and desensitisation. A recent study found 70% had seen real-world violence online, and 80% felt less safe in their communities. Alarmingly, 39% said it made them more likely to carry a weapon. Online conflict can often spill into real life, with serious and sometimes tragic consequences.



### WHEN IS VIOLENCE MORE LIKELY TO HAPPEN?

For children and young people in England and Wales, the hours between 4 pm and 8 pm – just after school – carry a particularly high risk for serious violence. This can stem from conflicts that escalate during the school day, online arguments, or simply moving through unfamiliar areas on the way home. Understanding this risk helps us support safer travel and routines. Our recent report found that over one in three young people don't feel safe in the area they live in, and 38% don't feel safe walking the streets.

### WHY MIGHT A YOUNG PERSON CARRY A WEAPON?

Young people may carry weapons due to fear, threats, peer pressure, or a false sense of protection. Many young people tell us they feel unsafe and carry weapons 'just in case', while others may be influenced by social media, peers, or criminal activity. Some don't realise it's illegal or may believe it earns respect.

### WHERE IS VIOLENCE MORE LIKELY TO HAPPEN?

Violence often happens in certain places. Busy areas like transport hubs carry risk simply because lots of people gather there. Other hotspots, like places linked to drug activity, attract those more likely to be involved in violence. Some areas become risky due to poor supervision, such as under-resourced public spaces. Understanding where violence tends to occur helps us guide young people safely through their communities and advocate for better support and safer spaces.

## Advice for Parents & Educators

### TALKING TO CHILDREN ABOUT STAYING SAFE

Choose a safe moment for the conversation, emotionally and physically. If a child is upset or angry, help them settle before discussing serious topics. Listen actively without judgement, even if what they share is difficult. Avoid interrupting and offer advice when the time feels right. If you're worried, you're not alone; support is available.

### AVOID CONFLICT & MANAGE ESCALATIONS

Encourage young people to consider the 'Safe T's' – Trust instincts, Take a breath, and Talk to a trusted adult. When triggered or provoked, they may react from their 'survival brain', unable to think clearly about the consequences. Taking a breath helps calm, and helps them access their 'thinking brain'. Remind them that moments pass, and seeking support from trusted adults builds resilience and safer decision-making.

### HELP CHILDREN UNDERSTAND CONSEQUENCES

Young people can be searched by police or teachers if suspected of carrying a weapon. If found with a knife, they could face arrest and criminal proceedings. A conviction can result in a criminal record. Even being present during a violent assault, encouraging it, filming, or sharing footage can lead to prosecution. Open and honest conversations can help children understand these risks and make safer choices.

### REPORT INFORMATION

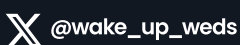
We all have a role in preventing violence. If a child shares concerns, you can act. For educators, it's important to follow your school's safeguarding procedures. Other adults can report anonymously through Fearless or Crimestoppers, and speak with other parents, the school, or local police through 101. If someone is in immediate danger, always call 999. These steps help protect children and the wider community.

### Meet Our Expert

The Ben Kinsella Trust is a UK anti-knife crime charity educating young people through immersive workshops, awareness campaigns, and community resources. Visit: [benkinsella.org.uk](https://benkinsella.org.uk)



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/youth-violence>



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