



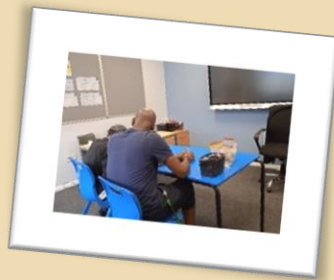
Welcome to Autumn term!

Dear Parents/Carers,

Welcome back to everyone at BMCA, we hope you are looking forward to an enjoyable year. We have had some fantastic changes throughout the summer holiday, our maintenance team have been working tremendously hard, laying new carpets, installing brand new working kitchens, refurbishing co-regulation rooms and painting classrooms. We have also had 11 new digital white boards installed across the sites, to increase and support engagement in learning.



Kitchen.



Classroom.



Year 10s in a food tech lesson.



Year 11s in a DT lesson.



Newly refurbished common room.

Our Values



“Our ambition and focus is to enable people we care for to fulfil their potential and achieve the brightest futures”





What is co-Regulation?

Co-regulation, self-regulation and emotional regulation are terms often used. They relate to the child's ability to increase and decrease their arousal, to match the situation or environment. This is an important skill for children to learn.

Arousal is the **level of alertness in the body**. It ranges from low, or asleep, too high, or highly stressed. Different activities and environments require different levels of arousal. And different environments and activities can change our arousal.

Regulation is the **ability to change arousal to match the environment and the activity**. Essentially, it's the ability to adjust to an optimal level of arousal. Throughout the day the brain and body are constantly doing things to increase and decrease arousal levels to regulate. Sometimes it's called self-soothing.

Dysregulated is the **opposite of regulated**. So, it is when an individual is not in an optimal state. What is important to remember is that this doesn't always mean that their arousal is too high. Often, we think of dysregulation as angry or out of control behaviour. It's important to remember an individual may freeze or dissociate. These responses are also indicators of dysregulation.

Co-regulation is **when someone else helps another individual to regulate**. We usually think of adults helping children. However, adults help adults all the time. Think about when a friend or family member was upset, and you gave them a hug. Or a time when they were angry, and you listened.



REWARD POINTS

In the first week back, we have been revising our behaviour management system and starting to build an individual toolkit of rewards and incentives for students that they can see visually and work towards over each half term. More information about behaviour management system can be seen here with the student charter.

FIVE:

5 Very focused, fully engaged with all learning tasks to the best of your ability. Excellent behaviour, effort and participation.

FOUR:

4 On task, engaged with all learning tasks, generally good behaviour and good participation.

THREE:

3 Engaged in most learning tasks, mostly positive behaviour, and some participation.

TWO:

2 Engaged with some learning tasks, some positive behaviour.

ONE:

1 Little engagement with learning tasks, little positive behaviour.

ZERO:

0 Students sent out or withdrew during the lesson, will not achieve any reward points for that lesson.





EXPECTED BEHAVIOURS		
I can listen to people	because	I value other people's views.
I can share resources and ideas with my classmates	because	I know what is required for my learning.
When I speak, I say nice things	because	words can affect other people.
I can respect school property and my equipment, and I am ready to learn	because	I value my education and want to make the most of every opportunity.
I am polite, respectful and honest with everyone	because	we all deserve to be treated with respect in society.
I can act responsibly at all times	because	I care about myself and others' safety in school and the community.
I know what I can do to calm myself down	because	I am aware of how my actions affect others
I can respect others' differences	because	I can accept other for who they are

School Council:

We are currently looking to appoint a school council representative from each class. Students have been asked to prepare a short speech as to why they are a suitable candidate from their class, which they will present in our upcoming assembly.

Transition:

At Bright Minds Creative Academy, our year 7 pupils are having a fantastic transition to our KS3 provision and have already built positive relationships with their tutors, peers and other Teachers delivering lessons. Our year 10 students have transitioned well to our KS4 provision and are already preparing for their exams to achieve GCSE's, functional skills and BTECH qualifications. The students from year 8 and above have not only been welcoming to the new starters, but have also been good role models, which has been a fantastic start.

Careers:

Our year 10's and 11's had an online insight session this September with Discover Creative Careers. This was a free to attend online webinar with Live Q and A, about Advertising and Marketing. Social Media is of huge interest to our young people and many of our students might want to look at social media Influencing and Creating, this was a fantastic opportunity for our students to learn about these industries.



Head Teacher

It is an absolute pleasure to be leading and managing Bright Minds Creative Academy as the Headteacher alongside a fantastic team of highly experienced and skills staff. I have only joined the school and organisation of Horizon Care and Education in June 2023, although I have been in education for over twenty year and haves served as a Headteacher in various local authorities and in different settings for years, I can honestly say that I am thoroughly enjoying the journey of success we are on as a school and organisation. We have such wonderful students who come to school every day because they want to learn and wants to achieve outcomes that they can be proud of. We are so am proud of them all because they are already on their road to success.

At the start of the academic year, we took some time to reflect on what are aims are for every student at Bright Minds Creative Academy, which caused us as to reflect on why we do what we do every day. We have worked as a school community on constructing our school vision and are happy to share that this vision embodies who we are at Bright Minds Creative Academy (BMCA) and what we seek to achieve for every student who attends our school. Please see our vision below:

'Building Motivational, Creative, Aspirational citizens for the future.'

I am excited about this opportunity to lead such a fantastic SEND Secondary School and thank you in advance for your continued support and co-operation.

Kind regards,

Samantha Hoyer





Term dates

End of Autumn term 1 – Friday 20th October 2023 (Full School Day)

Half term holiday – Monday 23rd October 2023– Friday 27th October 2023

Start of autumn term 2 – Monday 30th October 2023

Christmas Holiday - Friday 22nd December – Monday 7th January 2024
(Student return on 8th January)

INSET days – 7th January 2024

Dates for your diary

Black History Month – 1st October 2023

World Teacher Day – 5th October 2023

World Mental Health Day – 10th October 2023

World Food Day – 16th October 2023



Please note we now have a **new** contact number for Bright Minds Creative Academy School. These are the numbers to use for reporting student absences for KS4 and KS3.

You can use this number for any queries you may have, our office team will help direct you to the right person.

KS3- 0204 501 4741

KS4- 0204 501 4841

SLT/DSL Team



Mrs Samantha Hoyer – Head Teacher



Mrs Cynthia Burnham – Deputy Head Teacher



Luke Muscroft – Assistant Head Teacher





We are inviting parents/carers to our coffee morning to support the Macmillan cancer support charity with our SLT team.

Where: Bright Minds Creative Academy

When: 29th September 2023 10:00am.

Why: So, everyone facing cancer can have a Macmillan team in their corner.



A massive thank you to all the parents who came to our Macmillan coffee and cake morning.

