



UPCOMING

EVENTS

SEPTEMBER

Monday 22nd All remaining after school clubs commence.

Wednesday 24th Year 5 & 6 RAMM visit for selected pupils.
Remainder of year 5 & 6 pupils swimming.

Tuesday 30th Parent & Carers Coffee morning in the EYFS hall at 9am

OCTOBER

Wednesday 1st Year 5 & 6 pupils swimming.

Thursday 2nd **School Photos** 
If you require a family or siblings photograph please ensure that you arrive at the main school hall door entrance from 8:15am.
Individual photos will be taken in school time.
Special lunch menu for pupils, please order in the usual way.

Monday 6th Year 3 & 4 Harvest Festival. Details to follow.
Year 2 Dental workshop.

Wednesday 8th Year 5 & 6 pupils swimming.

EXCELLENCE IN EDUCATION AND OPPORTUNITY FOR ALL

Autumn Term 2025

Friday 19th September

Dear parents/carers,

What has your child been learning?

Please have a look at Facebook to see some of the excellent learning that has been taking place already this term.

Year 1 and 2 have been looking abstract art by Kandinsky and Beatriz Milhazes. They have been creating their own masterpieces focusing on shade, lines and colour. Year 4 and 5 have been busy exploring light and shadow; they found out which objects emit light as well as making their own dens to block out light. Year 5 and 6 have started their WWII topic with a visit to Exeter museum. They took part in an air raid simulation and got to experience a real Anderson shelter.

School Improvement and staff training

This week, the teachers learnt the importance of music across the curriculum and how it can support well-being. The teachers learnt a number of songs and rhymes to sing with your children. Great fun was had by all- thank you Mrs Slade. As you are probably aware, Highweek is a Devon Lead School for Music. This means that other schools will visit Highweek to look at our excellent provision and Mrs Slade will be supporting other local schools to develop their music offer.

Our school works in partnership with a number of local schools: The Grove (Totnes), Bradley Barton, Decoy, Canada Hill, Chudleigh, Kingskerswell, Abbotskerswell and Kingsteignton, Denbury and Bishopsteignton Primary. Myself and the other headteachers meet regularly to look at best practice in our schools and share expertise. Mrs Toms, based here at Highweek, leads literacy across all the schools.



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www.facebook.com/highweekprimaryschool

[highweekprimary](https://www.instagram.com/highweekprimary)



Coats

The weather has been typically British these last few weeks with a mixture of sunshine and showers, together with some torrential downpours. PLEASE ENSURE YOUR CHILD HAS A COAT IN SCHOOL EVERY DAY so that they can be outside as much as possible at lunch and break times.

Sleep, stress and the impact on classroom behaviour

When we think about supporting children's wellbeing, we often look to behaviour, emotions and relationships but we forget to consider the basics- like sleep! Without enough quality sleep, children's brains simply can't do what we're asking of them and it shows up in their behaviour.

Interestingly, a tired child might not look tired, they might not yawn or ask to lie down but instead, they may seem hyperactive, oppositional, tearful or distant. That's because sleep affects the parts of the brain responsible for emotional regulation, attention and memory!

When a child doesn't get enough sleep, lots of things then happen:

The amygdala (which triggers the survival brain) becomes hyperactive, making them more reactive, sensitive and emotional

The prefrontal cortex (the thinking brain) becomes sluggish, impacting problem solving and impulse control
Cortisol (the stress hormone) increases, which keeps the child in a state of fight, flight or freeze and shows up in their behaviour (running away, getting angry, arguing shutting down)

Sleep deprived children are trying to function with a brain that is in survival mode, ready to respond to threat which means they are more likely to overreact to small frustrations, struggle to focus, and become easily overwhelmed. They are not 'misbehaving' or even in control- they are literally not able to access the part of the brain that helps them to regulate and learn.

Prolonged lack of sleep-in children can lead to:

- Irritability, frustration, withdrawal and sadness, increased anxiety
- Lack of concentration, inability to recall information or follow instructions, difficulty focusing

What do we do to help?

We make sure your child has had some breakfast and a drink- water helps!

Give them an opportunity to rest in a calm corner, library or quiet space (such as the sensory room)

Give them a quiet calming activity like drawing

Reduce opportunities for them to be triggered into survival responses, for example by allowing them to eat inside with a small group rather than the hall

Give them a blanket in the classroom to snuggle into as they work to help them regulate and calm any stress hormones

Let them have a nap!

What can you do to help?

Ensure they get at least 8 hours of sleep when you can- remember, a hyperactive child is probably an over tired child

Remember, bedtime will be harder when they are tired because they are in survival mode- get them to bed earlier than you think they need to be

Do not allow children to have access to TVs, ipads, phones or other screens before bed and do not have them in bedrooms.

Introduce reading or an audible book before bed

Introduce a mindful meditation before bed

Thank you, as always, for your continued support.

Ms C Redwood

Please check your contact details on the MCAS app are correct.

We kindly ask all parents and carers to review their contact information on the MCAS app. It is essential that the school holds accurate and up-to-date details at all times to ensure effective communication and the safety of our pupils.

If you notice any information that needs updating, please either:

- Email us at admin@highweekprimary.co.uk, or
- Send a message directly through the MCAS app.

Thank you for your support in keeping our records accurate.



Understanding the real impact of gaming on regulation

We have all been there when we ask a child to stop playing a game or come off a device and they suddenly become agitated, desperate, angry and frustrated, and they struggle to be able to follow your instructions. It's easy to assume this is just "bad behaviour," but what's actually happening is far deeper and is often out of the child's own control.

Technology, especially gaming and social media, activates the brain's reward pathways, giving us a 'hit' or 'reward' which are associated with pleasure and reward. Unfortunately, the apps and games our children regularly use are designed to keep their attention and they stimulate instant gratification which means the brain is rewarded for constant input and fast-paced feedback. This can be really addictive and it also:

1. Stimulates the amygdala responsible for threat detection and survival (I call this the survival part of the brain)

Most popular games are based on winning, escaping, or surviving and when the brain is exposed to this kind of stimulation for long periods, it begins to perceive the environment as unsafe, even after the game is turned off. It doesn't know the difference between reality and fantasy and therefore believes the 'threat' is real. The child's nervous system then remains in a heightened state of arousal, working from the survival brain rather than the rational, thinking brain (the prefrontal cortex).

This is why children often struggle to regulate their emotions and behaviour immediately after screen time. Their brain hasn't had the chance to go back into a state of calm. They aren't misbehaving, they're trying to navigate a stress response with a nervous system that hasn't yet returned to its baseline.

It is easy to see the external behaviour and tell the child off, or become exhausted and frustrated ourselves but using the science to guide you, there is another way.



Try this instead:

Introduce a 30-minute tech transition, a calm activity after screen time that helps the child to regulate (calm down) and flick back into the rational thinking part of the brain.

Try:

- Calm colouring or drawing
- Playing outdoors on a swing (self-regulation) or a bike
- Building something with lego or construction
- Reading or listening to an audio book

Accelerated Readers

**100,000
words**

**Clay
Ellison**



A Huge Congratulations to Mrs. Cally Trays!

We are absolutely delighted to share that Mrs. Trays has successfully passed her **Level 3 Teaching Assistant course** — and with **distinction!**

Your hard work, dedication, and passion for supporting students has truly paid off. We are incredibly proud of you, Mrs. Trays!





Parents & Carers Coffee Morning Tuesday 30th September at 9am in the EYFS Hall

Come along and join our lovely PTFA for a warm drink,
a slice of cake, and a friendly chat!

Whether you're new to the school or have been with
us a while, it's a great chance to:

- * Meet other parents
- * Find out what the PTFA is all about
- * Hear how we support the school
- * Discover what events are coming up!

Everyone is welcome – just pop in!
We'd love to see you there



Parents Evening



SCAN ME

Tuesday 14th and
Wednesday 15th October 2025
To book please go to:
<https://highweek.schoolcloud.co.uk>



Attendance Matters

Every student. Every day.

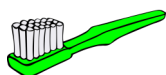


ATTENDANCE TOP TIPS

Help your child to keep to routines, getting plenty of sleep, preparing their uniform and bag the night before, getting up at a set time.



Leave plenty of time to travel into school so you arrive on time, every day



If appointments are needed for health reasons, try to make them during after school hours or out of term time where possible



Don't allow your child to stay off school for a minor ailment



Show an interest in what your child has done each day in school



Attend parents evenings to discuss your child's progress



Take trips during school holidays rather than term time



Ensure your child has a good understanding of why attendance is important



If your child is anxious or worried about going to school please do ask the school for help

Remember that habits are formed early. It is much more difficult to get your child to school regularly if you have let them stay at home 'just this once'.



Well done to our Friday Flyers.
Our Friday Flyers promote our work around
developing Growth Mindset and a can do attitude.

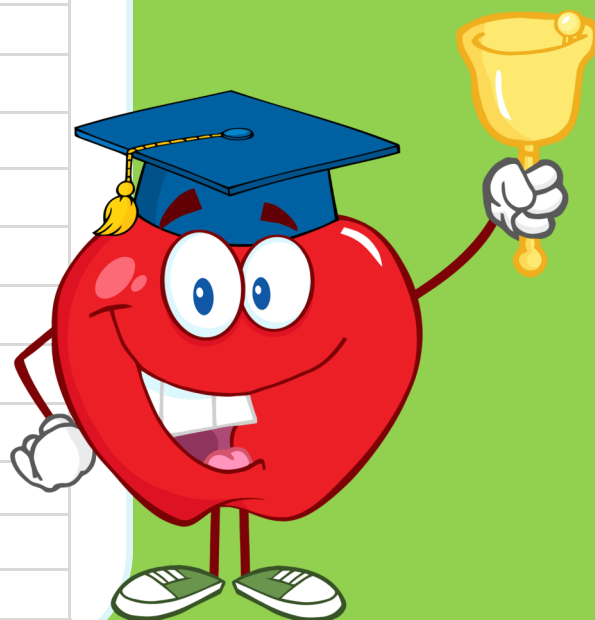
Theme	Persist in the face of setbacks		Effort as the path to mastery	
Date	Weekending Friday 12th September		Weekending Friday 19th September	
Bovey	Logan Morgan	Ben Palmer	Caleb Floyd	Koa Dymond
Dart	Ross Sims	Etta Allen	India-Rose Holdway	Frazer Simpson
Exe	Connor Blackmore	Madison Smith	Freya Hubbard	Rowan Cole
Mardle	Maximus Brown	Harper Trays	Abel Bowden	Sofiia Kot
Plym	Alex Perring	Layla Forster	Eleanor Hardy	Rhys Smith
Tamar	Brody Williams	Flo Smith	Kiya Bowden	Ella Parker
Tavy	Reuben Blackmore	Riley Douglas	Olivia Williams	Ellis Frisby
Teign	Oliver Riley	Frayah Jowitt	Sive Williams	Rose Liju
Torridge	Alfie Mitchell	Cooper Knowles	Macie Dawes	Kane Walker

Well done to **Exe** class who had **100%** attendance for the period of **3rd - 5th September 2025**
Well done to **Taw** class who had **100%** attendance for the period of **8th - 12th September 2025**

Remember our whole school attendance target for the year we are working towards is 96.2%.

It is essential for children to attend as much school as possible if they are to get the most from their education and achieve their full potential.

Class	W/C 3rd September 2025	W/C 8th September 2025
Taw		100%
Mini Mole		98.5%
Mole	96.4%	95.5%
Mardle	93.8%	99.2%
Bovey	99%	98.2%
Tavy	97.2%	93.9%
Dart	97.8%	99%
Plym	94.7%	98.9%
Exe	100%	97.8%
Torridge	91.7%	96.1%
Teign	89.3%	96%
Tamar	99.3%	99.2%





Census Day

SPECIAL MENU

Thursday 2nd October 2025

Please pre-order and pay
(if applicable) via your
Parentpay account.

CHICKEN NUGGETS,
CHUNKY CHIPS & BEANS
VEGGIE QUORN NUGGETS
CHOCOLATE CHIP MUFFIN



ALLERGENS & Intolerance's

At Cleverchefs we take food allergens and intolerances very seriously. If your child has any food allergies or intolerances you need to make us aware prior to ordering any food with us. We have a full breakdown of the 14 allergens on our primary school menu link on our website www.cleverchefs.co.uk or scan the QR code on this page.

SCAN ME



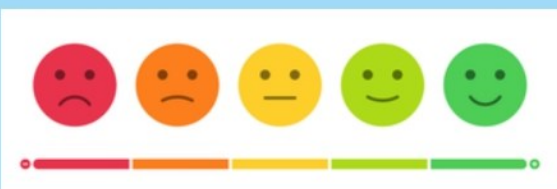


Ways to Wellbeing

Autumn 25 Issue #2

10-a-day for Wellbeing

Who remembers the 10-a-day for Wellbeing poster? I talk about it a lot in these newsletters so hopefully at least some of you recognise it! Let's think again about why it is important...



What is the 10-a-day?

A bit like the 5-a-day for fruit & veg can help keep our diet healthy and varied, the 10-a-day for wellbeing can help look after our mental health!

You don't have to do all 10x of the things every single day - sometimes that is impossible! BUT the more you can do, the better!

Some of the things on the list might be easier for some people than others. And some things on the list might be easy some weeks and harder on other weeks. That's okay! Which ones do you think you sometimes struggle with?

Some of the things on the list can be done by yourself - e.g. being proud of yourself or doing a hobby you enjoy.

Some of the others you might need help from an adult for - e.g. eating well or talking about your feelings.

There are also some on the list that you can do WITH people - e.g. keeping active by playing a football match or caring for others by walking your family dog.

Let's see how many you can do today!

'10 a day' choices towards balancing our mental health

- 1 Talk about your feelings
- 2 Do something you enjoy and are good at
- 3 Keep yourself hydrated
- 4 Eat well
- 5 Keep active in mind and body
- 6 Take a break
- 7 Stay connected to those you care about
- 8 Ask for help
- 9 Be proud of your very being
- 10 Actively care for others

If you need support for your mental health, please talk to a trusted adult at school or home.

Call 111 and select option 2 for mental health. In an emergency, call 999.