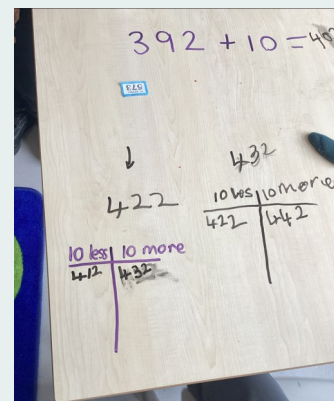




10/10/25



Apologies for the terrible formatting this week, but I had to make the picture of our MacMillan Coffee Morning Cakes big enough so no-one could miss it. It was an absolutely fantastic event and our students were brilliant.

We have had more visitors this week when two of the Headteachers from other schools in the Trust visited us to see the work we are doing. It was a pleasure to show them around and let them see the learning taking place.

I want to take some time to explain our third page of the newsletter this week. Each week we put a short graphic in our newsletter from The National College which covers a range of topics giving advice on how to manage situations or what to be aware of. These are often around steps we can all take to keep our children safe both online and at home, at school and in the community.



This week's advice is about how to support your child should they experience a traumatic event. Whether this is relevant to you at the moment or not I would recommend you take a look. Unfortunately, we never know when we might need it and even one helpful tip could help your child.

North Star 265 Careers Expo- Tuesday 21st October

Primary- 9:45am-10:15am

Secondary- 11:45am-12:15pm

We are looking forward to hosting our end of term project on Tuesday 21st October. We will be inviting families into our school hall for pupils to share all their learning from Term 1.

Each pupil will have a table in the hall to display:

Written work about their dreams and aspirations

Art work/Project work relating to their dream job and future

Photos from visits (Ambulance/Police/Fire/Army/Farm etc)

Facts about chosen professions and skills/qualifications needed

Wednesday 22nd October—Dress in your favourite yellow outfit for Hello Yellow to celebrate World Mental Health Day.



Our Mission

We **Navigate** **Success** **Together** with **Ambition** and **Relevance**

WHAT HAVE WE DONE IN OUR CLASSES THIS WEEK?

Acorns This week we have been resilient working through assessments. We have also been learning about joints in the human body and learning about online safety. In Maths we have been learning about 10 or 100 more or less from a number. We have enjoyed welcoming visitors from 240 and 82 to share our fantastic learning.

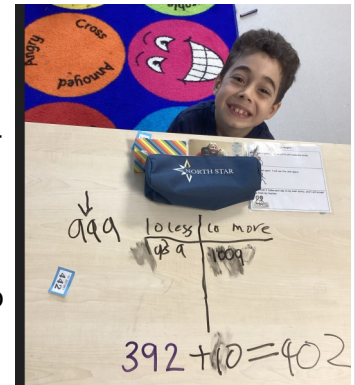
Maple Maple class have been using the story 'Huge Bag of Worries' to understand how worries may make us feel and what we can do to help. We have talked about our worries and put them in a worry jar. There were common themes of things we were all worried about like family, war and the environment. We have looked at strategies to help us when we are worried such as talking with an adult or drawing our worries. If parents or students would like to listen to this story at home there is a version on YouTube: <https://www.youtube.com/watch?v=eTj0AKZpwxw>

Chestnut Chestnut Class has been full of excitement, creativity, and a little bit of noise! Pupils got hands-on in Food Tech by making delicious nachos, showing off their culinary skills and teamwork. In Art, the focus was on propaganda-style posters, where students creatively illustrated their chosen future careers with bold designs and strong messages.

Science brought a bang—literally—as the class conducted an experiment to collect hydrogen gas, ending with a thrilling (and safe!) explosion that certainly captured everyone's attention.

Next week, the excitement continues as Chestnut Class dives deeper into researching their chosen career paths in preparation for the upcoming Careers Expo. We can't wait to see where their aspirations take them!

Oak We have been writing some exciting, expanded noun phrases and using different types of sentences. In maths we have been using our times table skills to do long multiplication. In art we have been making T-shirts about our dream careers ready for the career's expo. In cooking we made some tasty beef nachos with salsa.

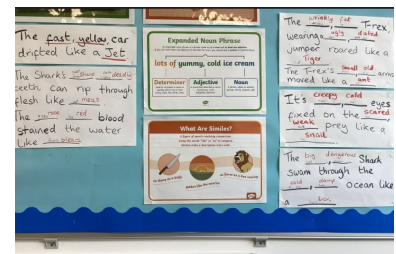


"INTERESTING, FUNNY, BRILLIANT AND FANTASTIC" BOOKS FOR KIDS

The HUGE BAG of WORRIES



by Virginia Ironside Illustrations by Frank Rodgers



Let's Celebrate!



Thank you to all who took part in our Coffee Morning on Friday 3rd October in aid of MacMillan. They really did a fantastic job. I can now announce that we raised a whopping £116.10 in total from on-line and physical donations. More importantly, our students were wonderful ambassadors for our school making the event a complete success.

10 Top Tips for Parents and Educators DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



#WakeUpWednesday

The National College®

